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Instruction Manual for Filipino Braille Transcription

1st Edition, 2007



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Prepared By
Department of Education, Philippines
Philippine Printing House for the Blind
Resources for the Blind, Inc.

With Funding By
World Braille Foundation
The Canadian Braille Literacy Foundation
National Federation of the Blind
American Foundation for the Blind

Instruction Manual for Filipino Braille Transcribing

1st Edition, 2007

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KNOWLEDGE IS POWER

Braille is a great deal more than a six dot writing and reading system, gifted to the world by its architect Louis Braille nearly two centuries ago; Braille is literacy that has brought independence and empowerment to the blind of the world through knowledge.

- Dr. E.J. Herie, 1994

Dedication

The World Braille Foundation, together with our partners, is honored to have sponsored and encouraged this Filipino Braille Transcription Manual. Resources for the Blind, Inc. and their partners merit our congratulations and thanks for their perseverance, hard work, and commitment to ensuring the highest standards of Filipino Braille transcription.

This manual opens new opportunities in expanding the World of Braille into new horizons that will empower untold generations as they discover Braille Literacy with ownership of their very own Braille code. A truly visionary effort!

Publication of this manual is both historic and a major tribute as we plan to celebrate the Bicentennial of the birth of Louis Braille in 2009. How better to honor the memory and contributioin of a man who truly is the architect and original author of this medium. A high water mark to a wonderful moment in the global history of Literacy for the Blind of the World!

Euclid Herie CM
President
World Braille Foundation

Foreword

The original Filipino Braille code was written in early 1960's by Mrs. Gloria C. Mendoza who worked as supervisor in the Philippine Printing House for the Blind from 1963 to 1983.

The Filipino Braille code underwent its first revision in September 1991 aiming to solve problems and issues encountered in Braille instructions, as well as the changes made in the Filipino alphabet. For twelve years, this revision was continuously used in the educational system. Then in June 2004, to eliminate the confusion encountered by Braille readers, to conform to computer commands and to bring about quality education to blind learners, the Philippine Printing House for the Blind made a second revision on the code.

In December 2003, Resources for the Blind, Inc., in coordination with the Department of Education, initiated the preparation of Instruction Manual for Filipino Braille Transcribing patterned after the Instruction Manual for Braille Transcribing prepared by the Library of Congress, USA.

The basic information of the Revised Filipino Code remains the same but explanations have been expanded and more simulated Braille examples have been added. Reading and writing exercises are included for mastery of the code. Lessons presented are hierarchically arranged to facilitate learning.

Funding for this project was provided by the World Braille Foundation, under the leadership of Dr. Euclid Herie, in partnership with the Canadian National Institute for the Blind, the National Federation of the Blind and the American Foundation for the Blind.

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Table of Contents

General Course Instructions
Purpose and Scope viii
How to Enroll viii
Equipment viii
Use and Preparation of Drills, Reading Practices, and Exercises ix
Drills and reading practice ix
Exercises ix
Braille page margins and line length ix
Centering a heading ix
Page numbering ix
Erasures x
Proofreading x
Grading x
Certification x
Mailing or E-mailing of Materials x

Lesson 1. The Filipino Braille Alphabet 1-1
Drill 1 1-2
Drill 2 1-2
Drill 3 1-3
Drill 4 1-3
Reading Practice 1-3
Exercise 1-4

Lesson 2. Capitalization, Paragraphing, Punctuation Signs 2-5
Drill 5 2-5
Drill 6 2-6
Drill 7 2-8
Drill 8 2-12
Reading Practice 2-12
Exercise 2-13

Lesson 3. Cardinal Numbers 3-15
Drill 9 3-17
Reading Practice 3-17
Exercise 3-18

Lesson 4. One-Cell Whole-Word Contractions 4-19
Drill 10 4-21
Reading Practice 4-22
Exercise 4-23

Lesson 5. One-Cell Part-Word Contractions 5-25
Drill 11 5-28
Reading Practice 5-29
Exercise 5-29

Lesson 6. Two-Cell Contractions 6-31
Drill 12 6-32
Drill 13 6-34
Reading Practice 6-35
Exercise 6-35

Lesson 7. Lower Signs as Whole-word / Part-word Contractions 7-39
Drill 14 7-43
Drill 15 7-46
Reading Practice 7-46
Exercise 7-47

Lesson 8. Short-Form Words 8-49
Drill 16 8-51
Reading Practice 8-52
Exercise 8-53

Lesson 9. Repetition Signs 9-55
Drill 17 9-60
Drill 18 9-60
Reading Practice 9-61
Exercise 9-62

Lesson 10. Letter Sign , Speech Mannerisms, Proper Names 10-63
Drill 19 10-69
Reading Practice 10-70
Exercise 10-71

Lesson 11. Abbreviations, Personal Initials, Initialisms and Acronyms Slash (Oblique Stroke), Ditto Sign, Telephone Numbers, Postal Codes, Dates 11-73
Drill 20 11-77
Exercise 11-78

Lesson 12. Symbols for Coinage, Weight Measure and other Special Symbols 12-81
Drill 21 12-84
Exercise 12-84

Lesson 13. Ordinal Numbers, Roman Numerals, Fractions, Decimals, Mathematical Signs of Operation, Superscripts and Subscript, Clock Time **13-85**
Drill 22 13-92
Exercise 13-93

Lesson 14. Italic Sign, Ellipsis, Print Signs of Omission, Termination Signs, Stress, Foreign Words **14-95**
Drill 23 14-101
Exercise 14-101

Lesson 15. Reference Symbols (Asterisk), Footnotes, Source References, Credit Lines, Transcriber's Notes, Pagination **15-103**
Drill 24 15-108
Exercise 15-108

Lesson 16. Special Formats: Poetry, Columns, Tables, Outlines, Letters Suggested Formats: Menus, Recipes **16-111**
Exercise 16-119

Lesson 17. Literary Braille Book Format **17-123**
Exercise 17-140

Lesson 18. The Trial Manuscript and Certification **18-149**

Appendix A. Correct Print for Braille Reading Practice **155**

Appendix B. Correct Simulated Braille for Drills **161**

Appendix C. Summary of All Contractions **177**

General Course Instructions

Purpose and Scope

This manual is prepared for use by the students of Filipino Braille transcribing course conducted by PNU-RBI and by the instructors of Filipino Braille classes. It is intended to familiarize them with the Braille system, the contractions and their usage, and the rules of transcribing.

Sentences and *phrases* in the drills and exercises in this manual do not contain words that require the use of contractions not yet studied. This practice helps prevent the student from acquiring the habit of brailling words incorrectly.

The *examples* in this manual are presented in simulated Braille (dots reproduced in print). The student is asked to study how the rules work in practice. Special situations where a rule is inapplicable are also presented.

Appendixes at the end of this manual contain materials useful as references throughout the course.

Appendix A - Gives the correct print for the simulated Braille reading exercises from Lessons 1 to 10.

Appendix B - Gives the correct simulated Braille for Drills.

Appendix C - Gives the summary of all the contractions.

All persons using this manual are invited to submit comments, criticisms or suggestions to Resources for the Blind. These will be studied carefully and will be given serious consideration in the preparation of any revision.

How to enroll

Contact Resources for the Blind or Philippine Normal University to obtain information about the Filipino Braille Transcriber's Course.

Equipment

A student may use a braillewriter, a 40-cell Braille slate and stylus, or a computer using direct-input Braille program. Direct-input programs require the user to Braille using only six keys, much in the same manner as when using a braillewriter. Translation programs, where the user types in the material on a standard keyboard and is then translated into Braille, are not allowed for use in this course. Exercises must be submitted in hard copy (embossed) Braille or in Simulated Braille

Use and Preparation of Drills, Reading Practices, and Exercises

Drills and reading practice. Materials in this manual are divided into eighteen lessons. Lessons 1-15 each contain one or more drills, and the first ten lessons each have a reading practice. These are prepared to give the student practice in applying the rules covered in the preceding section. The reading exercises should be written out in longhand before comparing them to the printed versions found in Appendix A. For further practice, the print version of the reading exercise can be brailled and then compared with the simulated braille in the lesson.

Exercises. An exercise at the end of each lesson is prepared to test the student's ability to deal with problems presented in that lesson. This also serves as a review of previous lessons. Exercises are submitted to the instructor for examination and correction.

Braille page margins and line length. The hard copy materials should be transcribed on pages measuring 11 ½ inches wide and 11 inches long while a standard sized bond paper is used in simulated braille. The right-hand, top, and bottom margins should measure at least one-half inch. These measurements allow for a page of twenty-five lines with 40 cells per line.

All references to cell numbers (e.g. Start in cell 1…) refer to the margin in effect. Therefore, when using a 40-cell line, cell 1 will be the 2nd cell on the machine. A good way to set the margins in the brailler is to insert a piece of paper into the machine, then push the margin release tabs open as far as possible (this is located at the rear of the machine). By pushing all six keys at the same time, the user can braille a line of full cells. There should be 42 cells. This practice allows the cells to be seen or felt and the margin tabs to be set in the appropriate places.

Centering a heading. The first line of every page of an exercise, except the exercise in Lesson 1, should carry a fully capitalized centered heading, called a "running head." Count first the number of cells that the heading will occupy then subtract that number from 40 (the number of cells on a line). Divide your answer in half and that will tell you how many blank cells should precede and follow the heading. When a heading occupies an uneven number of cells so that it cannot be perfectly centered, move the heading off center by one cell to the left. When counting the number of cells needed for a centered heading, remember to include in your count contractions, spaces, punctuation signs, and composition signs. Also remember that contractions take fewer cells than the letters they represent.

A blank line should follow the centered heading only on the first page of each exercise. All other pages should have the running head on the first line and the exercise continuing on the second line.

Page numbering. The right margin on the first line of each page (on the same line as the heading) should indicate the braille page numbers.

Erasures. Erasures should be made with the greatest care. Place the paper on a smooth, hard surface such as a piece of glass or a mirror then place the tip of the eraser on the dot to be erased and gently but firmly press straight down. Move the eraser in a circular motion until the dot has been completely leveled. Do not scrub the paper. Be sure that no adjacent dots have been lowered and, if so, reinforce them with the point of the stylus or with the braillewriter.

Proofreading. Proofread each sentence on the computer screen or while the paper is still in the brailler. It should be proofread again when it is complete. Pages with errors should be redone so that the exercise is neatly presented to the instructor.

Grading

After the instructor has examined each exercise, the student will receive a detailed report pointing out errors and making helpful comments and suggestions. Grading is up to the instructor's discretion. Depending upon the number and type of errors made, the student will be asked to resubmit sentences in which errors occurred, or the entire exercise may have to be repeated. When the instructor is satisfied that the student has mastered the material, a new assignment will be made.

Certification

After finishing the lessons in this manual, certification as a braille transcriber is achieved by submission of a thirty-five braille-page manuscript to the Resources for the Blind, Inc. Details for preparing the manuscript, and information about the grading process, are located in Lesson 18.

Mailing or E-mailing of Materials

Mailing exercise to RBI. All brailled exercises should be mailed to: Resources for the Blind, Inc., Box 1831, CPO 1099, Manila. The braille page should never be folded or rolled. Enclose them in a padded envelope or in a large envelope with firm cardboard sheets the size of braille paper on the top and bottom to protect the braille.

Emailing to RBI. You can email your exercises and the trial manuscript to lorrie@blind.org.ph

Lesson 1

The Braille Alphabet

1.1 In General

Braille is a system for tactile reading and writing. It uses characters formed by combinations of six embossed dots that are arranged within the *braille cell* in two vertical columns of three dots each. A simple braille character is formed by one or more of these dots, and it occupies a full cell or space.

For convenience, the dots of the braille cell are referred to by number and correspond to the keys on a braillewriter.

Braille Cell	Braillewriter
1 • • 4	
2 • • 5	U U U [[[[]]]] U U U
3 • • 6	3 2 1 4 5 6

1.2 Braillewriters, Computer Braille Programs, and Braille Slates

There are three methods of braille transcription—braillewriter, computer using a special braille program, and slate and stylus. The braillewriter and the computer work in much the same way in that they use six keys corresponding to the braille cell as shown above.

When a braille slate is used, the embossing appears on the underside of the paper. Therefore, the writing is done from right to left, so that when the page is turned over it can be read from left to right. For this reason dots 1, 2, and 3 are brailled at the right-hand side of the braille cell on the slate; dots 4, 5, and 6 at the left-hand side.

1.3 The First Ten Letters of the Alphabet

The first ten letters of the alphabet are formed by using the upper and middle dots of the cell, and they are the foundation of the braille system.

Memorize the following letters by their dot numbers and configurations.

a	b	c	d	e	f	g	h	i	j
⠁	⠃	⠉	⠙	⠑	⠋	⠛	⠓	⠊	⠚

Drill 1

Thoroughly familiarize yourself with the first ten letters of the alphabet by brailling the following letters and words. Reading across, start each line in the first cell. Leave one blank cell (space) between letter or words. Your work on this and all subsequent drills should not be submitted to the instructor for correction.

aba j gabi d higa f habi b haba a
bibe i daga h giba g higad c agad e

1.4 The Second Ten Letters of the Alphabet

The second ten letters of the alphabet are formed by adding dot 3 to each of the first ten. Thus, *k* is formed by adding dot 3 to *a*, *l* by adding dot 3 to *b*, and so on.

a b c d e f g h i j



k l m n o p q r s t



Drill 2

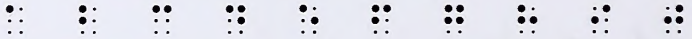
Practice the letters learned by Brailling the words in the following drill.

ama ano apa siso
masa taba lata keso
lola laba sapa tasa

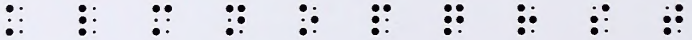
1.5 The Last Six Letters of the Alphabet

The letters *u, v, x, y*, and *z* are formed by adding dots 3 and 6 to the first five letters. Thus, *u* is formed by adding dots 3 and 6 to *a*, and so on. The letter *w*, dots 2-4-5-6, does not fit into this pattern because Louis Braille devised the braille system in France in the mid-19th century, and the French alphabet did not then contain the letter *w*.

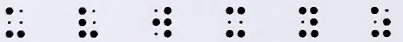
a b c d e f g h i j



k l m n o p q r s t



u v w x y z



Drill 3

When you have learned the final six letters of the alphabet, braille the following words for practice.

kilo uwi dvd cd walo
tasa puso upo puno tv

1.6 Additional Letters of the Filipino Alphabet

The letters **ñ** and **ng** are added to the Filipino Braille Alphabet. Thus **ñ** is formed by adding dot 4 and letter n, **ng** is written by brailling letters n and g.

ñ 

ng 

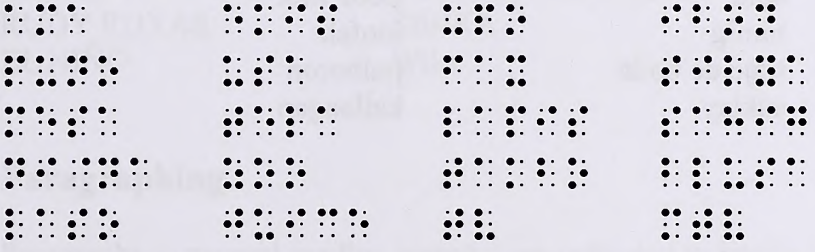
Drill 4

Practice brailling the following words.

niño angkan las piñas
ngayon parañaque

Reading Practice

Read the following words and write them out in longhand. Do not submit this work to your instructor. Compare your work with the print version in Appendix A.



EXERCISE

Prepare the following exercise and submit it to the instructor for correction. *Read down the columns*. Starting on line 1, begin each word in the first cell of a new braille line. Do not skip lines; you should have 25 words on the first page and 23 on the second. If you are using a braillewriter, be sure that you position every page correctly by pushing down on the line-space key (farthest key to the left) one time before you start to braille. Add your name in braille at the end of the exercise or as your teacher directs. (Correspondence students: For the convenience of our braille-reading instructors and non-braille-reading clerical staff, add your name in braille and print at the end of each exercise.)

eksakto	kisame
ngayon	grabe
telepono	piña
juego	krayola
queso	electric fan
bibliya	turones de leche
repolyo	rigodon
tseke	segurista
zoo	soda
cariñosa	crema de fruta
villa	watusi
jusi	tekstura
gorilya	retaso
zebra	sayote
sabotahe	bisagra
betamax	walis
kristal	gulay
sabon	escalator
hiram	zigzag
dilis	proyekto
sofa	floor wax
himig	loofah
traje de boda	pulboron
suklay	kailangan

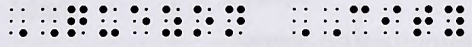
Lesson 2

Capitalization, Paragraphing, Punctuation

2.1 Capital Letters and Fully Capitalized Words

In braille, there is no separate alphabet of capital letters. Instead, capitalization is indicated by placing the capital sign (dot 6) immediately before the letter affected. When all of the letters in a word are capitals, the double capital sign (dot 6 placed in two consecutive cells immediately before the word) is used. Examples:

Quezon City 

QUEZON CITY 

The capital sign is known as a *composition sign.* Composition signs, which are peculiar to braille, are configurations that, when placed before a braille character, give it a special meaning or designate a change in print typeface. They are necessary because the dots or bumps that represent braille letters cannot be enlarged like print capitals or altered like print italics. You will learn four other composition signs as the course progresses.

Drill 5

Practice brailling the following to familiarize yourself with the use of the capital sign. Reading down the columns, place each name on a separate line.

Anita	Alma Reyes
UST	Quiapo
Cebu	Bibliya
GLORIA	LOPEZ HOSPITAL
RUDY ROXAS	SIBIKA
EL NIÑO	Wika

2.2 Paragraphing

Paragraphs in general reading material are indicated in braille by starting the first word of each new paragraph in the third space, or cell, of a new line. All following lines start at the margin. This rule applies even if the text is printed in block form (no paragraph indentions) with blank lines between the paragraphs. Never leave a blank line between paragraphs unless the print indicates a break in thought or scene by means of extra spacing.

Occasionally, for visual appeal, print uses one enlarged or ornate letter or all capital letters in the first few words at the beginning of a chapter or other division. In braille, this practice is ignored. Such paragraphs should be properly indented and normal capitalization used.

2.3 Period, Question Mark, Exclamation Point, Comma, Semicolon, Colon

The use, order and spacing of braille punctuation should follow print practice except in specific instances to be covered later in this manual. As in print, only one space (cell) is left empty following commas and semicolons. However, unlike print which often leaves two blank spaces following a colon and between sentences, only one empty cell is left in braille.

Learn the following punctuation signs:

English Name	Tagalog Name	Print Symbols	Braille Symbols	Dot Equivalent
Period	Tuldok	.	⠲	2-5-6
Question mark	Tandang Pananong	?	⠦	2-3-6
Exclamation point	Tandang Pandamdam	!	⠖	2-3-5
Comma	Kuwit	,	⠂	2
Semicolon	Tuldok-kuwit	;	⠆	2-3
Colon	Tutuldok	:	⠒	3-5

Drill 6

Practice brailling the following sentences. Treat each sentence as a paragraph, starting in cell 3 with runover lines starting at the margin—regardless of how it appears in print.

Malaki si Roda kay Ramon.
Nasa Cebu si Paul, Amy, Susie.
Naku! Mali!
Diyos ko po!
Isulat: mesa, lapis, krayola, puno
Ano? Nahilo?
Tahimik si Rey.
Mahusay na duktor si Dr. Tirso H. Gomez.

2.4 Apostrophe, Quotation Marks, Parentheses, Brackets

Now learn the following additional punctuation signs:

English Name	Tagalog Name	Print Symbols	Braille Symbols	Dot Equivalent
Apostrophe	Kudlit	’	⠄	3
Opening Double Quotation Mark	Panipi	“	⠦	2-3-6
Closing Double Quotation Mark	Panipi	”	⠴	3-5-6
Opening Single Quotation Mark	Panipi	‘	⠠⠦	6, 2-3-6
Closing Single Quotation Mark	Panipi	’	⠴⠄	3-5-6, 3
Opening Parenthesis	Panaklong	(	⠶	2-3-5-6
Closing Parenthesis	Panaklong	)	⠶	2-3-5-6
Opening Bracket	Panaklong	[	⠠⠶	6, 2-3-5-6
Closing Bracket	Panaklong	]	⠴⠄	2-3-5-6, 3

Note that of the characters above, the braille equivalents for brackets and single quotation marks are formed by using the dots in two braille cells. These configurations are referred to as *two-cell signs*.

2.4*a* **Apostrophe with capital letters.** A capital sign must be placed immediately before the letter to which it applies. Therefore, if an apostrophe comes before a capital letter in print, the apostrophe is brailled before the capital sign. Example:

“’Tay, manonood po ako ng TV.”

⠦⠄⠠⠞⠁⠽⠂ ⠍⠁⠝⠕⠝⠕⠕⠙ ⠏⠕ ⠁⠅⠕ ⠝⠛ ⠠⠞⠠⠧⠲⠴

A capital sign is not repeated following an apostrophe in a fully capitalized word.

O’NEIL’S PUB

⠠⠕⠄⠠⠝⠑⠊⠇⠄⠠⠎ ⠠⠏⠥⠃

Drill 7

Practice brailling the following sentences, treating each as a paragraph. Braille the quotation marks and other punctuation in the same sequence as they appear in print.

Pagdating sa "jamboree site," nagtayo ng "tent" ang mga iskawt.
(Alin, Ano, Sino) ang napiling pupunta sa "jamboree"?
Commission on Higher Education (CHED)
"Nakapasa s'ya sa iskolarsyip sa PHILIPPINE SCIENCE HIGH SCHOOL."
Nagpapasimuno ang "Philippine Business For Social Progress" (PBSD) at "Makati Garden Club" na linisin at pagandahin ang Maqueda Bay.
"'Tay, maaari po ba akong manood ng TV?"

2.5 Hyphen, Dash, Double Dash

The hyphen, dash and double dash are represented in braille as follows:

English Name	Tagalog Name	Print Symbols	Braille Symbols	Dot Equivalent
Hyphen	Gitling	-	⠤	3-6
Dash	Gatlang	--	⠤⠤	3-6, 3-6
Double dash	Patlang	----	⠤⠤⠤⠤	3-6, 3-6, 3-6, 3-6

2.5*a* **The hyphen.** As in print, the principal uses of the hyphen are to divide words at the end of a line and to connect the components of compound words or numbers. Wherever there is room on a line for one or more syllables and a hyphen, as many syllables should be brailled on that line as space will permit. No space should be left between the last syllable on the line and the hyphen. The hyphen cannot start a new line. Examples:

musi- ⠍⠥⠎⠊⠤
ka ⠅⠁

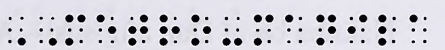
bahay-ba- ⠃⠁⠓⠁⠽⠤⠃⠁⠤
hayan ⠓⠁⠽⠁⠝

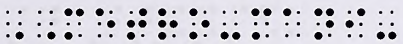
A single-syllable word, such as *ang*, *at*, or *nang*, can never be divided. When dividing a multiple-syllable word between lines, division can be made only between syllables. Students of this course are expected to divide words between lines whether working on a braillewriter, computer, or slate and stylus.

2.5*a*(1) **Syllabication.** Correct syllabication of words is far from easy, and even dictionaries sometimes differ. Until the transcriber has learned correct word division either by memory or by educated instinct, it is advisable to

consult a good dictionary. A collegiate edition of any reputable dictionary less than ten years old can be used for this purpose. Following are a few observations that may be helpful.

2.5*a*(2) Capitalized. Hyphenated words and abbreviations are capitalized in braille as they appear in print. A double capital sign placed before a hyphenated word indicates that all the letters of the word are capitals. Therefore, the double capital sign is not repeated after the hyphen. For the same reason, the double capital sign should not be repeated when a portion of any fully capitalized word is carried over to a new line. Examples:

METRO-MANILA 

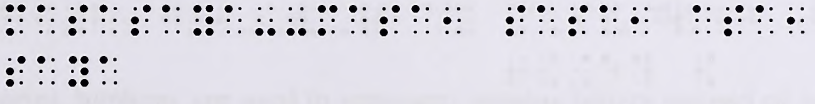
METRO-MANI- 
LA 

2.5*b* The dash. A dash can usually be distinguished from a hyphen in print by its greater length. However, since print uses dashes of varying lengths, it is not always easy to differentiate between the two symbols, and it is sometimes necessary to determine from context which braille symbol to use. This can be done by keeping in mind that the two marks have different functions.

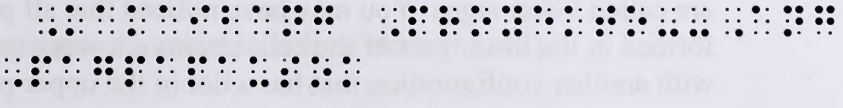
A hyphen is used to join words or expressions.

A dash is used to separate segments of a sentence, and sometimes to begin or end an incomplete sentence.

2.5*b*(1) Spacing. Print is often inconsistent in the spacing before and after a dash. In braille, no space is left between a dash and the words that immediately precede and follow it, regardless of print spacing. Example:

masasaya – masa, sasa, asa, saya


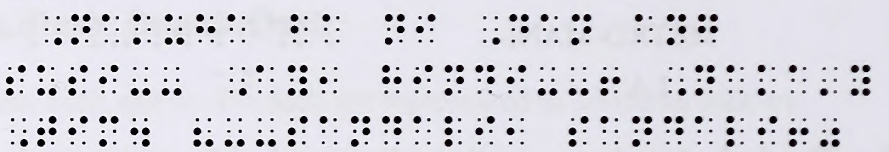
When a mid-sentence dash falls at the end of a print line but occurs in the middle of a braille line, the same rule applies—do not leave a space before or after the braille dash. Example:

Kakaibang Proyekto—
Ang Pagpapausok


One space is always left before beginning a new braille sentence. Thus, if a dash begins an incomplete sentence, or a fragment of a sentence or thought, it is preceded by a space. And, when a dash falls at the end of an incomplete sentence or thought, it is followed by a space. See example in Lesson 2.5*b*(2).

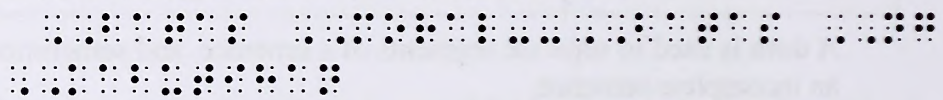
2.5*b*(2) In conjunction with other punctuation. When a dash that begins or ends an incomplete sentence is preceded or followed by a quotation mark or some other mark of punctuation, no space is left between the dash and the punctuation. Example:

Nakuha ba ni Dan ang susi-- Ay, hindi--! Naka'y Tim. "—sandali, sandali!"



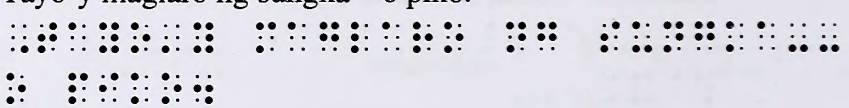
2.5*b*(3) With composition signs. Unlike a hyphen, a braille dash terminates the effect of a capital sign. Even though a space is not left before or after a dash, if the words on both sides of the dash are fully capitalized, the double capital sign is repeated following the dash. Example:

BATAS MORAL—BATAS NG KABUTIHAN

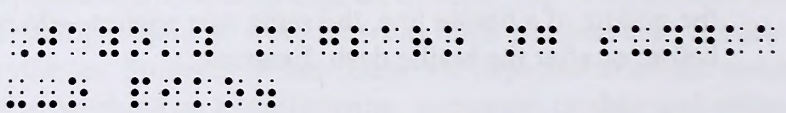


2.5*b*(4) Division between lines. When a dash is preceded and followed by a word, it can either end or begin a braille line—but a braille dash can never be divided between lines. Example:

Tayo'y maglaro ng sungka—o piko.



[or]

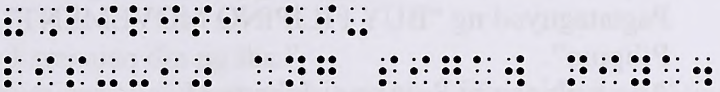


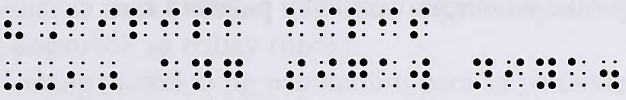
Braille signs that are formed in the lower part of the cell (dots 2, 3, 5, 6) are called lower signs. You may have noticed that all punctuations are formed in the lower part of the cell. Unless a lower sign is in contact with another configuration that has a dot in the upper part of the cell

(dots 1 or 4), the braille reader has difficulty determining upper dots from lower dots. It is for this reason that a rule was written that prevents lower signs from following one another without being in touch with a sign containing a dot 1 or 4 (this rule will be studied later).

When a dash is followed by punctuation and a space, it cannot start a new braille line—for to do so would violate the rule mentioned above. If there is no room at the end of the braille line for the dash and the following punctuation, the last syllable of the preceding word must be carried to the next line. Example:

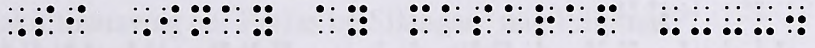
"Bilis, bilis--," ang sigaw niya.

[Correct] 

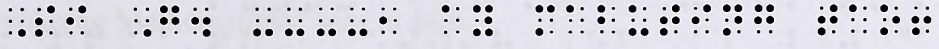
[Incorrect] 

2.5*c* **The double dash.** When in print, an extended line is used to indicate that something has been omitted such as a word, partial word, name, number, or a blank to be filled in. In braille, a double dash is used. When the braille double dash represents a whole word it is spaced and punctuated as a word. Examples:

Si Inay ay masarap ____.

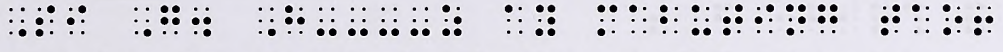


Si G. ____, ay mabuting tao!



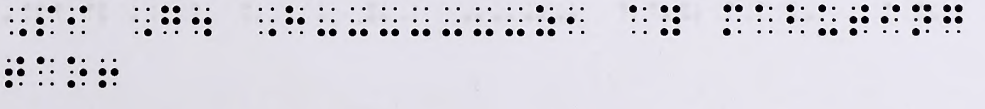
When the braille double dash represents missing letters within a word, no space is left before or after it and the other letters of the word. Example:

Si G. H____z ay mabuting tao!



When in print, hyphens are used to represent missing letters instead of an extended line. An equal number of unspaced hyphens are used in braille. Example:

Si G. H-------z ay mabuting tao!



[Other print signs of omission will be studied later.]

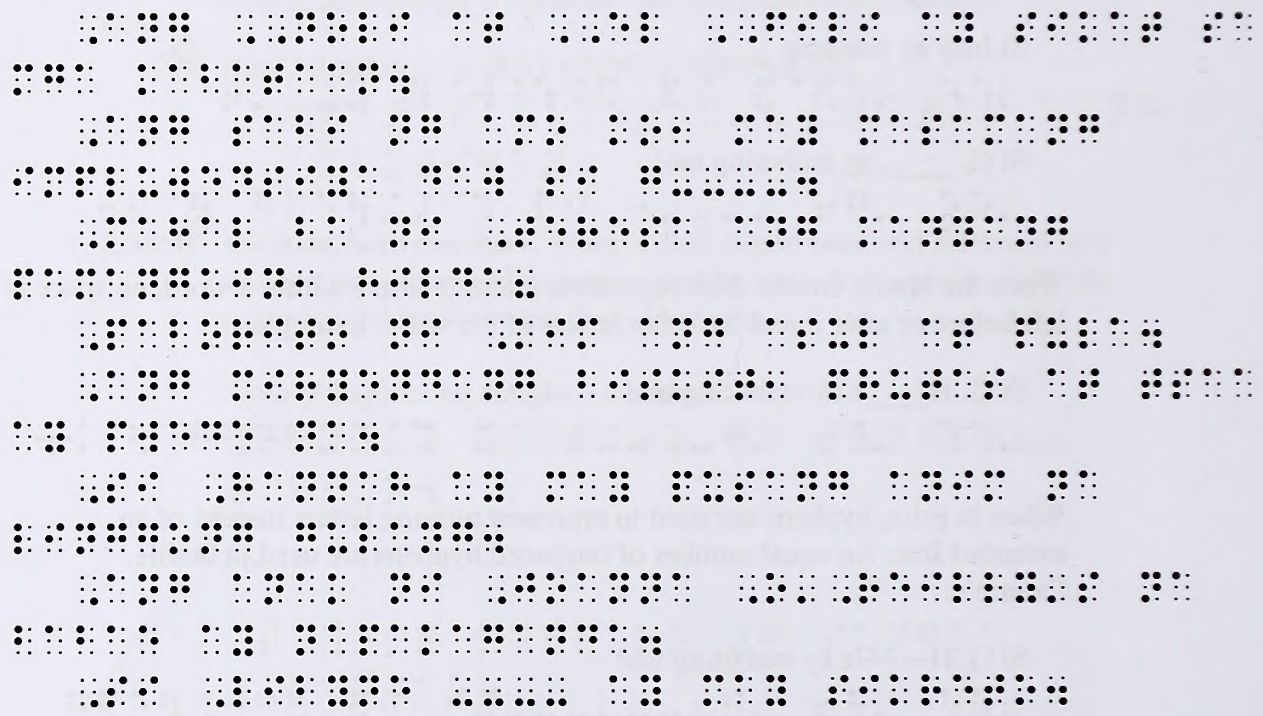
Drill 8

Practice brailling the following sentences, treating each as a paragraph.

Ano ang lagay ng pag-aaral mo? – ang kanyang tanong.
"Saan kayo sumakay?"
Tunghayan ang isang saknong mula sa akdang "Florante at Laura".
Ibabalik ni MRS. SALDAÑA ang pahayagan kay LUZ.
Genre—isang tiyak na uring pampanitikan.
Dumarami ang OCW na mga magulang.
"Ay m--i! Naiwan ko ang aking pitaka," ang iyak ni Tess.
Pagtataguyod ng "BUY FILIPINO MOVEMENT" o "Bilhin ang Gawang Pilipino".
Ang kaibigan ni Polo na si Johnny M____, ay isang pulis.
Ang cake na maple-vanilla ay paborito ko.

Reading Practice

Practice your braille reading skills by reading the following sentences and writing them out in longhand.



EXERCISE

Prepare the following exercise for submission to the instructor. Treat each sentence as a paragraph; that is, starting each in cell 3 with runover lines starting in cell 1 of the next line. On the first line of each page, center the heading **LESSON TWO** in full capital letters. Refer to *General Course Instructions*, page viii, for help in centering. A blank line should follow the heading on the first page *only*. Words should be divided at the end of a line using proper syllable division. (Correspondence students: Add your name in braille and print at the end of the exercise.)

LESSON 2

"Ang karapatan mo ay karapatan din ng iba."
Ang PCYA ay nasa ilalim ng pangangasiwa ng opisina ng Pangulo ng Pilipinas.
Ipahayag ang pagmamahal sa mga kaklase, kaibigan, kapitbahay o ibang tao.
Matitindi ang kanyang pagsubok sa buhay (unos).
"Operasyon: Gulayan," isang proyekto ng pagtatanim para sa pamayanan.
"May dalawang pananaw sa pag-aaral ng ekonomiks—ang neo-klasikal at ang radikal."
Anong pagbabago ang naganap sa panahon ng pananakop ng mga dayuhan—Español, Amerikano at Hapones?
Nahahati sa dalawa ang ekonomiks—makroekonomiks at maykroekonomiks.
Anim ang pangunahing produkto ng Pilipinas—palay, mais, niyog, abaka, asukal at tabako.
"Bakit tinatawag na `Perlas ng Silangan` ang Pilipinas?"
Si Bruce ay nasa ika-lima- o anim na linggo ng kanyang bakasyon.
Nagkikita kami ni Gng. ---- tuwing ikalawang buwan.
"Ayoko ng Mathematics!" sabi ni Bob.
Si Dick (anak ni Margie) ay madalas pumasyal dito.
Ang Department of Science and Technology (DOST) ang namamahala sa pananaliksik sa larangan ng pangingisda.
Gustung-gusto ng mga bata ang JOLLIBEE.

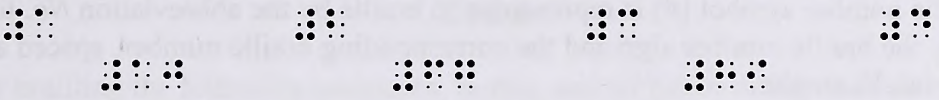
Lesson 3

Cardinal Numbers

3.1 In General

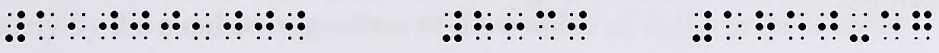
There are no special braille symbols for cardinal numbers. Instead, the numbers 1 through 9, including 0, are expressed by the letters *a* through *j* preceded by the *number sign* (dots 3-4-5-6). The number sign, like the capital sign, is a special braille composition sign. Examples:

1 2 3 4 10 67 89



3.1*a* **The effect of the number sign.** Intervening commas, colons, or hyphens do not terminate the effect of the number sign. Examples:

1,000,000 8:30 1850-57



A space or a mark of punctuation other than a comma, colon, or hyphen will terminate the effect of the number sign. Therefore, if a space or such punctuation falls in the middle of a number, the number sign must be repeated. Examples:

1 800 534-8765

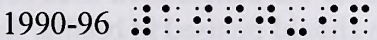


1910?-1917 6(18)4

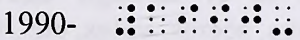


3.1*b* **Dividing hyphenated and long numbers between lines.** Numbers that are joined by a hyphen and appear together on one line do not require a second number sign before the second number. If, however, the hyphen joining two numbers falls at the end of the braille line, the number sign must be repeated at the beginning of the following line. Examples:

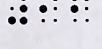
1990-96



1990-



96



NOTE: Long numbers may be divided between lines only following a comma--and when at least four digits of the number remain on the first line. Numbers without commas or of six digits or fewer should not be divided between braille

lines. Because the comma and hyphen indicate that the number is continuing, a second number sign is not necessary and should not be used before the continuation of a long number on the following line. Example:

7,350,500,000 

3.1c **The print number symbol (#) and abbreviation (No.).** The number sign is a braille composition sign and as such is not the equivalent of any print symbol or abbreviation. Therefore, it cannot be used to represent the word *number*, the print number symbol (#), or the abbreviation *No.*

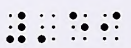
The number symbol (#) is represented in braille by the abbreviation *No.* followed by the braille number sign and the corresponding braille number, spaced as in print. Example:

bus #987 

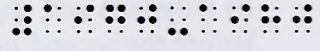
The word *number* or the print abbreviation *No.* should also follow print spacing. Example:

bus No. 987 

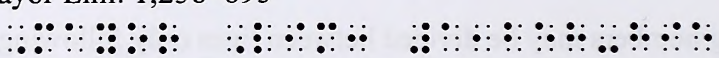
3.1*d* **Numbers with apostrophes.** When a print number is preceded by an apostrophe, the apostrophe represents a missing number, so in braille the number sign is placed before the apostrophe. Examples:

'59  Dekada '70 

3.1*e* **Inclusive numbers.** In braille an unspaced hyphen is substituted for a dash or a hyphen while print uses such punctuation to connect continuing or inclusive numbers. Example:

1970-1980 [*or*] 1970—1980 [or] 1970 – 1980 

It is sometimes difficult to tell the difference between a print short dash (an en dash), a regular dash (an em dash), and a hyphen. A good rule of thumb is, if the words "to" or "through" can be substituted for the punctuation used between print numbers, scores, votes, etc., then a hyphen should be used in braille. Examples:

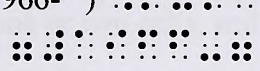
Mayor Lim: 1,258–895


Toyota: 14–7. 

If, however, a dash comes between numbers but its purpose is to separate independent clauses, as in *Kami ay kakain ng 8:00--8:30 ay gabi na*, in braille the dash must be retained and the number sign repeated before the second number.

No space is left in braille between the hyphen and the closing parenthesis when a missing number is represented in print as a space. Example:

Susan Naidu (1966-)



Drill 9

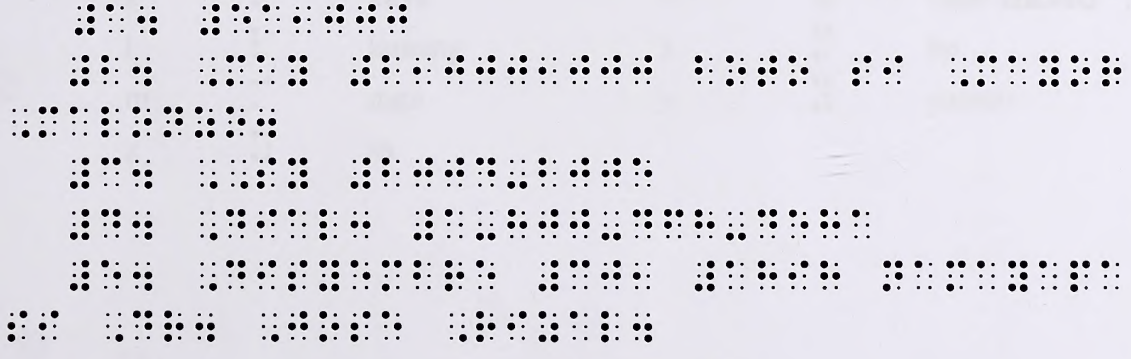
Practice brailling the following sentences. In this, and all future drills, treat each sentence as a paragraph. Be sure to include the number and its period at the beginning of each paragraph. Leave one empty cell between the period and the beginning of the sentence.

Numbers in a printed listing are usually arranged so that the periods are in alignment. This is not so in braille. In braille, the number sign is placed in cell 3, followed immediately by the number--regardless of the number of digits in the number.

1. 9:30-10:00 siya aalis.
2. Edad ni Lolo-75; Lola-68; Tiya-43; Tiyo-50
3. Itext mo: 0918-735-4216
4. Tel. No. ni Cely – 926-45-78
5. Klase nila: 7:45-8:50 n.u.

Reading Practice

Read the following phrases and write them out in longhand. Do not submit this work to your instructor. Compare your work with the print version in Appendix A.



EXERCISE

Prepare the following exercise for submission to the instructor. Number the sentences as you did in Drill 8. The first line of each page should have the centered heading **LESSON 3** in full capital letters, and a page number. Place the page number (without a period) at the extreme right-hand margin--do not include the word "page." A blank line should follow the heading on the first page *only*. (Correspondence students: Add your name and address in braille and print at the end of each exercise—or on a separate page, if necessary.)

LESSON 3

1. May 3,451 buko si Kuya Celso.
2. Rises nila'y mula 10:00 – 10:30.
3. 410 kilometro, Isabela – Quezon City.
4. Tumawag sa 1-800-10-725-4637 para sa mga katanungan.
5. Grado ni Letty: Musika – 86, P.E. – 85
6. R. A. 8424 – Tax Reform Package Law
7. ATF Director '98, Daniel Lopez
8. GSIS – SSS Law, R. A. 8371
9. 1993 APEC nabuo, Seattle, Estados Unidos
10. Ph. 8A, Pkg. 4, Blk. 27, Lot 32 UP Village, Quezon City
11. ABS-CBN Channel 2, ideya ni Don E. Lopez Sr.
12. Taon 1991, DECS, may 355,207 silid naitayo.
13. Tramvia nalunsad Oktubre 20, 1888.
14. 1999 produkto: troso – 726,000 metro kubiko; tabla – 260,000 metro kubiko; playwud – 211,000 metro kubiko
15. Dekada '80

Lesson 4

One-Cell Whole-Word Contractions

4.1 Contractions in General

To save space and facilitate reading, certain groups of letters appearing frequently are represented in braille by special characters known as *contractions* or *signs*. These signs may utilize one or two cells, and they may represent whole words, parts of words, or both.

Contractions that have the same or similar rules governing them are grouped together and given a name, as in the following section that discusses one-cell whole-word contractions. It is important that the names of these groupings be remembered because they will be referred to throughout the course.

4.2 One-Cell Whole-Word Contractions

The following are one-cell whole-word contractions that are represented by letters of the alphabet.

Letter	Sign	Whole-word Meaning	Letter	Sign	Whole-word Meaning
b		bakit	n		ngayon
c		kanya/kaniya	p		para
d		dahil	q		kailan
f		paano	r		rin
g		ganoon/ganon	s		sang-ayon
h		hindi	t		tayo
i		ikaw	u		upang
j		hakbang	v		bagaman
k		kaya	w		wala
l		lamang	x		ito
m		mga	y		yaman
z		sa			

The following are one-cell whole-word contractions represented by **non-alphabet** symbols.

Sign	Whole-word Meaning	Sign	Whole-word Meaning
⠫	ako	⠅	kanila
⠁	anak	⠍	maging
⠯	ang	⠿	mahal
⠵	araw	⠝	na
⠞	at	⠛	naging
⠽	ay	⠬	ng
⠓	hanggang	⠏	pag
⠊	ibig	⠗	raw
⠬	ingay	⠾	tunay

NOTE: One-cell whole-word contractions should be used and read as words **only** when they stand alone on a line, except in special cases as explained in this chapter.

4.2*a* **Words with more than one meaning.** One-cell whole-word contractions may be used even if the words they represent have more than one meaning. Examples:

⠅ kaya: meaning *doubt, ability*, or *consequently*

⠇ lamang: meaning *only, advantage*, or *as*

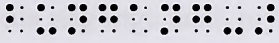
⠏ para: meaning *for, stop,* or *seem*

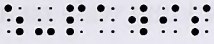
⠞ tayo: meaning *we, stand*, or *condition*

4.2*b* **With an apostrophe.** These contractions are used when followed by the apostrophe in the following combinations *only*:

ako't	for	*ako at*	*ako'y*	for	*ako ay*
tayo't	for	*tayo at*	*tayo'y*	for	*tayo ay*
kaya't	for	*kaya at*	*ito'y*	for	*ito ay*

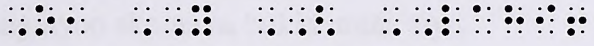
4.2*c* **With hyphens.** When words are joined by hyphens to form hyphenated compound words, each word maintains its whole word integrity. Therefore, whole-word contractions may be used in hyphenated compound words, whether such words are brailled on one line or divided between lines. Examples:

bungang-araw 

anak-pawis 

4.2*d* **Capitalized.** Although these contractions consist of single letters, they stand for whole words. Therefore, when such words appear in print in full capitals, in braille the double capital sign must precede the contraction. Example:

O, YAMAN NG LAHI!



4.3 Ligatures may be added to one-cell whole-word contractions.

The ligature **g** may be added to the one-cell whole-word contractions words ending in letter n, while the ligature **ng** may be added to one-cell whole-word contractions words ending in a vowel. The contraction for **ng** as a ligature may be used. Examples:

ganoong 

kayang 

tayong 

parang 

walang 

ring 

Drill 10

Practice brailling the following:

1. bakit siya ganoon
2. para sa kanila
3. hanggang maging kaniya
4. naging tunay
5. maging kanila
6. tunay raw
7. ibig na ibig
8. mga araw
9. sang-ayon sa kanyang hakbang
10. mahal na anak

11. Bakit kaya siya ganoon?

12. Isuot mo ito sa kaniya.

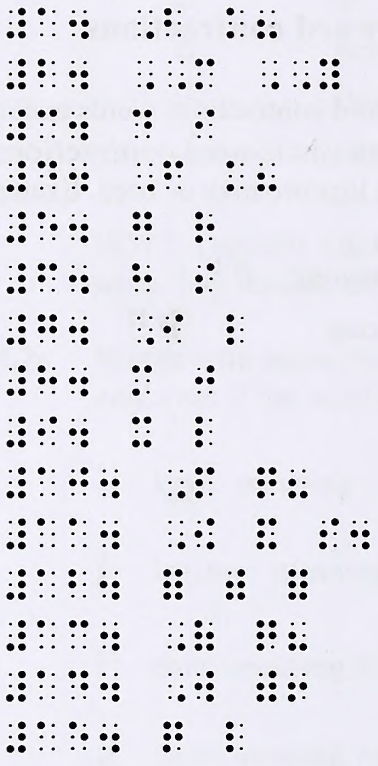
13. Hindi rin tayo sang-ayon ngayon sa utos niya.

14. Ikaw lamang ang para sa anak ko.

15. Paano kaya ikaw kung wala na ako?

Reading Practice

Write the following in longhand. Compare your work with the print version in Appendix A.



EXERCISE

Prepare the following sentences for submission to the instructor.

LESSON 4

1. Bakit kaya wala ang mga anak niya?
2. Ngayon lamang ako naging tunay na anak sa kanya.
3. Tayo'y tunay na mahal ng mga tao.
4. Mga anak, ang tunay na yaman.
5. Kailan kaya tayo aalis sa kanila?
6. Sang-ayon ako na sa bukid muna tayo.
7. Hanggang kailan kaya tayo sa pook na ito?
8. Parang walang tao sa kanila, kaya hindi siya aalis.
9. Bakit kaya ganoon na lamang ang naging galit nila sa kanilang ama?
10. Masaya ako dahil wala na ang ingay ngayon.
11. Ibig nila na maging tunay na anak ng Diyos.
12. Bagaman ikaw ay lamang na, hindi sila sang-ayon sa hakbang na nais mo.
13. Ganoon na lamang ang ingay nila dahil sa sunog sa pook nila.
14. Ikaw ay hindi lamang yaman, idolo rin ng madla.
15. Tunay na mahal ako ng mga anak ni Polly sang-ayon sa kanilang lola.
16. Ang ingay nila'y abot sa dulo ng walang hanggan.
17. Bakit kaya ngayon lamang tayo naging masaya?
18. Upang maging maayos ang takbo ng negosyo ni Norma, tayo ay makisali sa kanya.
19. Bagaman wala tayo rito, sang-ayon kami sa ganoong araw ng kanyang alis.
20. Malaki ang yaman nila kaya hindi kayang maubos ng mga anak nila.
21. Paano kaya ikaw pag naging tunay na madre si Tita Rory.
22. Ito ang yamang hindi nauubos sang-ayon sa kanya.
23. Ang mga hakbang mo'y tunay na mahirap para sa kanila.
24. Naging ganoon ang kanyang anak dahil mahirap lamang sila.
25. Ito rin ang ingay na hindi ko malimot sa ngayon.
26. Sang-ayon ang mga mahal niya bagaman wala sila.
27. Ibig ko na maging tunay na anak ng Diyos ngayon.

28. "Mahal ng Diyos ang mga tao."
29. Hanggang kailan mo ibig maging reyna para sa kanila.
30. Bakit ang ingay ng anak ni Tita Luz, gutom kaya siya?
31. Kanila raw ito dahil sila ang tunay na mga anak ni G. Tony de Jesus.
32. Hanggang sa muli dahil hindi na ikaw ang mahal ni Azon.
33. Paano mo nailayo ang loob mo sa kanyang anak?
34. Kaya gusto mo siya, dahil malusog siya.
35. Sa kanila tayo pumunta ngayon para makuha ang mga papeles mo.
36. Kaya ako aalis dahil sa mali ang hakbang na gusto mo.
37. Malayo tayo, kaya hindi siya umuuwi ng gabi.
38. Ikaw lamang ang hindi kumuha ng gulay at prutas sa bilao.
39. Nasira ang tunay na plano ko dahil sa kanilang ingay.
40. Ibig ng amo ko na mabili ang yaman ng mga Lopez.

Lesson 5

One-Cell Part-Word Contractions

5.1 One-Cell Part-Word Contractions

The following are called one-cell part-word contractions.

Sign	Meaning	Sign	Meaning
⠢	an	⠬	ing
⠔	ang	⠍	mag
⠜	ar	⠿	mahal
⠁	at	⠛	nag
⠪	aw	⠝	ng
⠻	er	⠏	pag
⠹	han	⠞	tu
⠊	ibig		

5.2 Parts of Words

The signs listed above take on their part-word meanings when they are used as parts of words. All the part-word signs in this section may be used in the beginning, middle or end of a word, except for the part-word contraction for "at" (see rule on Lesson 5.3). Examples:

⠁⠝	angat
⠁⠝⠓	anghang
⠁⠺	awit
⠃⠥⠝⠛⠁⠇	bungal
⠓⠝⠙⠁	handa
⠍⠁⠛⠍⠁⠓⠁⠇⠁⠝	magmahalan
⠍⠁⠓⠁⠇⠁⠛⠁	mahalaga
⠝⠛⠊⠞⠊	ngiti
⠏⠁⠛⠍⠁⠍⠁⠓⠁⠇	pagmamahal
⠎⠁⠺⠊	sawi
⠎⠥⠇⠕⠝⠛	sulong

5.3 Contraction "at"

Unlike other contractions, the one-cell part-word contraction for "at" has special rules regarding placement. This is because this sign is the same as the number sign. To avoid confusing the "at" sign for a number sign, the following rules apply.

5.3*a* **When not to use contraction "at."** The one-cell part-word contraction for "at" should not be used in the following cases.

5.3*a*(1) Do not use at the beginning of a word. Examples:

ate ⠁⠞⠑ *not* a<u>t</u>e ⠜⠑

atip ⠁⠞⠊⠏ *not* a<u>t</u>ip ⠜⠊⠏

atay ⠁⠞⠁⠽ *not* a<u>t</u>ay ⠜⠁⠽

5.3*a*(2) Do not use in the middle of a two-syllable word ending in <u>a</u>, <u>e</u>, or <u>i</u>. Examples:

gata ⠛⠁⠞⠁ *not* g<u>at</u>a ⠛⠜

yate ⠽⠁⠞⠑ *not* y<u>at</u>e ⠽⠜

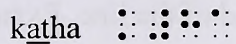
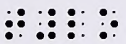
hati ⠓⠁⠞⠊ *not* h<u>at</u>i ⠓⠜

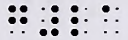
5.3*b* **When the contraction "at" can be used.** The one-cell part-word contraction for "at" should be used only as shown in the following examples.

5.3*b*(1) Use in the middle of a two-syllable word not ending in <u>a</u>, <u>e</u> or <u>i</u>. Examples:

g<u>at</u>as ⠛⠁⠞⠁⠎ b<u>at</u>ya ⠃⠁⠞⠽⠁ l<u>at</u>ak ⠇⠁⠞⠁⠅

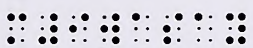
5.3*b*(2) Use in the middle of a two-syllable word if *at* will be followed by a consonant.
Examples:

k<u>at</u>ha  t<u>at</u>lo 

g<u>at</u>la 

5.3*b*(3) Use in the middle of a three-or-more-syllable word. Examples:

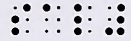
g<u>at</u>ilyo 

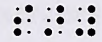
m<u>at</u>iwasay 

m<u>at</u>alim 

m<u>at</u>ahimik 

5.3*b*(4) Use as the final syllable of a word. Examples:

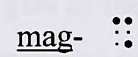
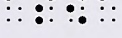
sal<u>at</u>  aky<u>at</u> 

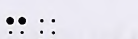
s<u>arat</u>  <u>awat</u> 

5.4 Hyphenated words

5.4*a* **Contractions in hyphenated words.** The following examples show the acceptable use of one-cell part-word contractions in hyphenated words.

5.4*a*(1) The one-cell part-word contractions for "mag"- and "nag"- may be used in hyphenated words. They may stand before the hyphen or as runovers in words divided at the end of the line. Examples:

<u>mag-</u> 
as<u>aw</u>a 

<u>mag-</u> 
at<u>u</u>bili 

5.4*a*(2) All the one-cell part-word contractions whose part-word and whole-word meanings are the same, such as the contractions for "mahal", "pag", "ibig", etc, may be used in hyphenated words. They may stand before the hyphen or as runovers in words divided at the end of the line. Examples:

<u>mahal-</u> la-

<u>mahalan</u> <u>pag</u>

5.4*a*(3) The signs for one–cell part-word contractions whose part-word meanings are different from their whole-word meanings, such as the signs for "han", "an", "ar", etc., should not be used before the hyphen or as runovers in words divided at the end of the line. Examples:

han-	⠓⠁⠝	*not*	han-	⠓⠁⠝
dog	⠙⠕⠛		dog	⠙⠕⠛
lunti-	⠇⠥⠝⠞⠊	*not*	lunti-	⠇⠥⠝⠞⠊
an	⠁⠝		an	⠁
ar-	⠜⠁	*not*	ar-	⠜⠁
tista	⠞⠊⠎⠞⠁		tista	⠞⠊⠎⠞⠁

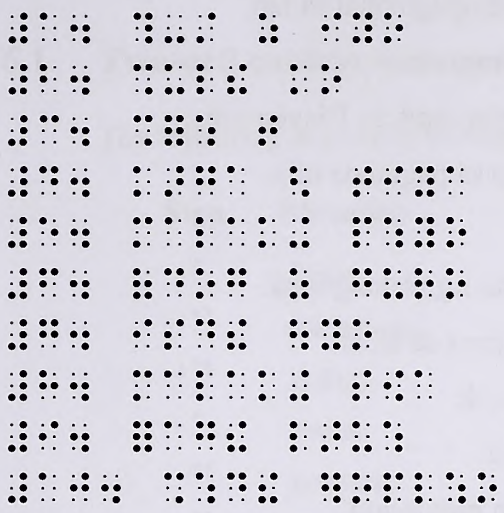
Drill 11

Practice brailling the following sentences.

1. Ibigay mo ngayon ang pera!
2. Magsulat ng tula.
3. Masarap ang sabaw.
4. Saan nagpunta ang mag-anak?
5. Ang mag-asawang Bert at Malou ay nagmamahalan.
6. Magsanay gumuhit araw-araw.
7. Nagluto ng pansit si Bing.
8. Gusto ko ng adobong kangkong.
9. Handa ang lahat na tumulong sa kanila.
10. Maraming salamat sa lahat ng tulong mo.

Reading Practice

Write the following phrases in longhand. Compare your work with the print version in Appendix A.



EXERCISE

Prepare the following exercises for submission to the instructor.

LESSON 5

1. Mahalaga ang pagmamahal at pag-ibig sa mga tao para umunlad ang bansa.
2. Masaya ang tahanan dahil may pagbibigayan.
3. Handa akong maglingkod nang may pag-ibig sa lahat.
4. Ang mga tauhan niya ay laging may ngiti sa labi.
5. Ating isulong ang mahalagang pag-angat ng ekonomiya.
6. Ang latak ng gata ay nasa lata nilang tatlo.
7. Maghanda lamang ng sapat para sa mga bisita.
8. Hatian mo si ate ng gatas.
9. Hindi siya nag-atubili na ihandog ang kanyang tunay na pag-ibig.
10. Ang kanilang mga panghanda ay para sa pistahan sa aming baryo.
11. Mag-aral nang maayos para maging maganda ang landas mo.
12. Ang mag-asawa ay nagmamahalan hanggang sa kanilang pagtanda.
13. Luntian ang lugar ng kanilang matahimik na tahanan.
14. Maanghang ang siling nasa ulam na laing na luto ni Conching.

15. Pag-akyat sa puno ang tanging alam niya para makuha ang mga prutas.
16. Matiyagang naglako ang mag-anak para may pera sila ngayon.
17. Handugan mo siya ng mga sariwang halaman.
18. Ang mga maykaya sa kanilang baryo ay mga mapagmahal sa tao.
19. Mahalaga ang magandang asal ng mga tao sa mundo.
20. Tayo'y magmahalan hindi lamang sa tuwing pagsapit ng Disyembre.
21. Matiwasay na lugar ang gusto ng mga anak ko sa pagtanda nila.
22. Salat sa yaman ang mga taong tamad.
23. Luntiang bukid ang handog ng pangulo sa lahat ng walang lupa.
24. Ang mga artista ay laging may handang ngiti para sa lahat.
25. Parang walang lasang gata ang ulam sa mangkok.
26. Ang eroplano ay dumating ngayon lamang gabi.
27. Marupok ang atip nila ate kaya hindi ako doon matutulog.
28. Ate ang tawag ko sa anak ni Aling Sela.
29. Sawa na ang mga tauhan sa maliit na suweldo nila.
30. Namayapa ang piloto ng eroplano sa mapunong sityo ng Dumaguete.
31. May saging, peras, mansanas, lansones tayo ngayon.
32. Naibigan ni Willie ang anghang ng ulam na niluto sa pugon ngayong araw na ito.
33. Apat na lapis ang naputol nila sa kanilang pagsulat.
34. Parang walang nagawa ang anak sang-ayon sa tauhan ng ama.
35. Ngitian mo ang mapagmahal mong guro para matuwa siya.
36. Sariwa ang hipon at alimango ng nahuli ni John kaya ibig niya itong iluto.
37. Ang bungal na matanda ay nasawi sa pag-ibig niya sa dalagang may kaya.
38. Araw-gabi tayong nag-aaral ng mga salita upang matuto.
39. Sa piling mo sinta, pag-ibig ko'y walang maliw.
40. Awitan sila upang sa ganoon sila'y maging masigla at masaya.
41. Ang mundo ng mga pulitiko ay tunay na magulo.
42. Magplano kayo ng magandang programa na tutulong sa mga biktima ng sakuna.
43. Ang kanilang ulam ngayon ay isda at masarap na hipong may gata.
44. Nawala ang kanyang boses dahil sa sipon at ubo.
45. Ang mga artista ay laging may magandang suot sa kanilang pag-arte.

Lesson 6

Two-Cell Contractions

6.1 Two-cell contractions preceded by dot 5

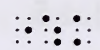
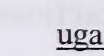
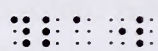
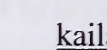
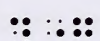
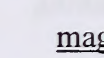
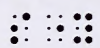
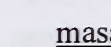
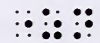
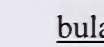
The following is a list of two-cell **alphabet** contractions preceded by dot 5.

Sign	Meaning	Sign	Meaning
⠐⠃	binata	⠐⠝	noon
⠐⠅	karaniwan	⠐⠏	opo
⠐⠙	dalaga	⠐⠞	patuloy
⠐⠑	ewan	⠐⠇	kislap
⠐⠋	papaano	⠐⠗	roon
⠐⠛	gunita	⠐⠎	subalit
⠐⠓	hapon	⠐⠁	talaga
⠐⠊	isip	⠐⠥	ugali
⠐⠚	halaman	⠐⠧	buhay
⠐⠅	kailangan	⠐⠺	wasto
⠐⠇	larawan	⠐⠭	eksamen
⠐⠍	mabuti	⠐⠽	ayaw
		⠐⠵	salita

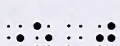
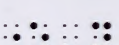
The following is a list of two-cell **non-alphabet** contractions preceded by dot 5.

Sign	Meaning	Sign	Meaning
⠐⠼	alam	⠐⠹	panahon
⠐⠬	anggi	⠐⠆	sabi
⠐⠿	bulaklak	⠐⠔	sinta
⠐⠉	kabila	⠐⠾	tungkol
⠐⠒	masama	⠐⠳	ukol
⠐⠻	nawa	⠐⠫	wakas
⠐⠣	ngunit		

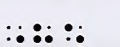
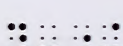
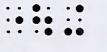
6.1*a* **May be used as words or parts of words.** The two-cell contractions introduced by dot 5 may be used as words or parts of words. Prefixes, suffixes, letters or ligatures may be added to them even if the addition may form words whose meanings may or may not be related to the original meanings of the words to which such addition has been made. Examples:

sabik		ugaling	
paglalarawan		kailangang	
paggunita		magkabilaan	
sayaw		masamang	
salitan		bulaklakan	

6.1*b* **Apostrophe with two-cell contractions.** An apostrophe with **t** ('t) or **y** ('y) may be added only to two-cell contractions with vowel endings. Examples:

gunita't		masama'y	
salita't		sabi'y	

6.1*c* **Adding prefixes or suffixes.** When "hapon", "tungkol", "ukol" and "panahon" are used as part words and become "hapun", "tungkul", "ukul", or "panahun", the two-cell contraction may still be used. Examples:

hapunan		pag- ukulan	
tungkuling		panahunan	

Drill 12

Practice brailling the following sentences.

1. Sabik na sabik ang ama na makita ang mga anak.
2. Ang mag-anak ay nasa halamanan.
3. Tingnan mo ang mga larawan.
4. Alam ko ang mga sagot sa eksamen.
5. Magalang sumagot ang anak sa lola.
6. Ano ang karaniwang suot noong panahon ng Hapon?

6.2 Two-cell contractions preceded by dot 4

Sign	Meaning	Sign	Meaning
⠸⠸	napaka	⠸⠼	ayon
⠸⠼	pinaka	⠸⠼	siyon
⠸⠎	syon		

6.2*a* **The contractions for "napaka" and "pinaka"** may be used at the beginning of a word only as a prefix or when they constitute the first three syllable of the word to which they have been affixed. Examples:

napakalaki ⠸⠸⠇⠁⠅⠁⠇⠅⠊

napakagat ⠸⠸⠛⠁⠞

pinakamahusay ⠸⠼⠍⠁⠓⠥⠎⠁⠽

pinakausap ⠸⠼⠥⠎⠁⠏

NOTE: The contractions for "napaka" and "pinaka" should not be used in words like "napakanta," "napakarga," "pinakanta," "pinakarga," etc. because they are neither used as a prefix nor do they constitute the first three syllables of said words.

6.2*b* **The contractions for "syon" or "siyon"** may be used only in the middle or at the end of a word. The ligature **g** may be added to it when it is used at the end of a word. Examples:

diksyonaryo ⠙⠊⠅⠎⠽⠕⠝⠁⠗⠽⠕

asosasyon ⠁⠎⠕⠎⠁⠽⠕⠝

komisiyon ⠅⠕⠍⠊⠎⠽⠕⠝

leksiyon ⠇⠑⠅⠎⠽⠕⠝

6.2*c* **"Ayon" is used as whole word or as part-word contractions.** "Ayon" may be used as part-word contraction and may be used as beginning, middle or end part of words. Examples:

bayoneta ⠃⠁⠽⠕⠝⠑⠞⠁ layon ⠇⠁⠽⠕⠝

6.2*c*(1) If the same space can be saved by using contraction other than part-word contraction for "ayon," the contraction that preserves correct syllabication should be preferred. Example:

payong *not* payong



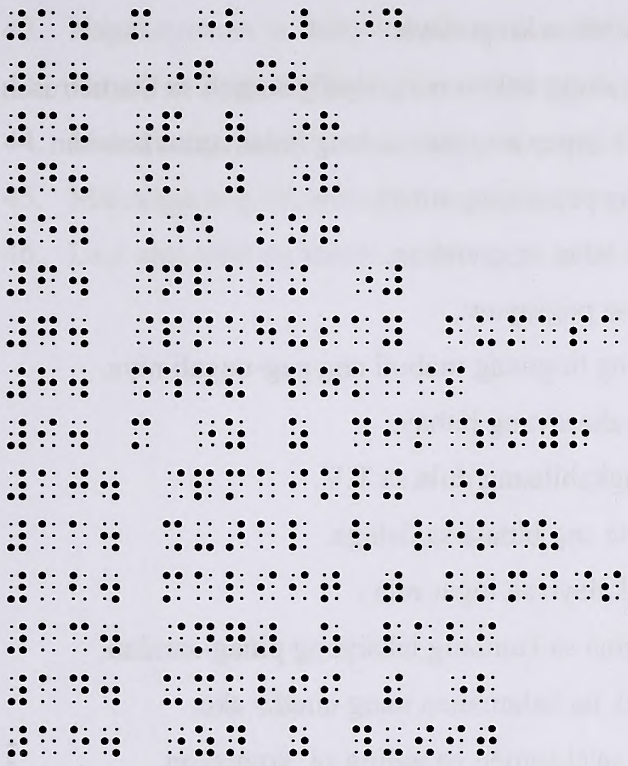
Drill 13

Practice brailling the following phrases.

1. napakataas na bundok
2. tahimik na reaksyon
3. malayong direksyon
4. pinakatahimik na lugar
5. malaking koleksyon
6. masamang panahon
7. dalaga na talaga
8. ugaling masama
9. pinakamahusay sa eksamen
10. napakalaki ng bulaklak
11. napakagat sa labi
12. salitan sa pag-awit
13. wakas ng leksiyon
14. isip talangka talaga
15. kailangang gunitain

Reading Practice

Read the following phrases.



EXERCISE

Prepare the following exercises for submission.

LESSON 6

1. Mabuting mga anak ang kanyang binata at dalaga.
2. Patuloy ang eksamen nila hanggang hapon.
3. Panahon na upang maiwasto ang masamang pag-uugali.
4. Panahon ngayon ng pagbulaklak ng mga halaman.
5. Karaniwang buhay lamang ang nauukol sa mag-asawa.
6. Ang pagsasalita ng masama ay ugaling hindi mabuti.
7. Masamang ehemplo ang buhay niya noon at ngayon.
8. Gunitaing mabuti ang panahong ikaw ay naanggihan ko ng grasya.
9. Kabilang tayo sa mga taong may mabuting pag-uugali.

10. Kailangan talagang magsabi tayo nang tama tungkol sa sakuna.
11. Ang pagbibinata ay panahong kailangan maunawaan ng mga magulang.
12. Ang bulaklak ay simbolo ng pagsinta sa mga dalaga.
13. Ewan ko po sa kanya, ngunit pagsasabihan ko po siya.
14. Ang kislap ng kanyang mga mata ay aking nakita nang siya'y sumali sa Santakrusan.
15. Hindi ko malimutan sa aking gunita't isipan ang magandang halaman sa larawan.
16. Ang selos ay talagang hindi mabuti sa pagsintang tunay.
17. Ipagpatuloy ang magandang ugali sa lahat ng panahon.
18. Ang mga binata at dalaga ay salitan sa pagsayaw.
19. Opo, ang sagot niya subalit kailangang tingnang mabuti ang pag-uugali niya.
20. Ang sayawan nila ay larawan ng napakasayang buhay.
21. Nasabik kami sa pagwawakas ng magkabilaang dula sa T.V.
22. Napakagat siya sa labi nang pinakanta ang binata sa dalaga.
23. Ang komisyon ng eleksiyon ay napakalayo sa lugar nila .
24. Ang kanyang mga sagot ay hindi tugma sa kanilang leksiyong pinag-aaralan.
25. Ang nayon ay larawan ng mabulaklak na halamanan nang umalis ako.
26. Pinakamahusay siya sa mga pumasa sa eksamen na galing sa komisyon.
27. Ang tatlong larawan sa aking mga koleksiyon ay parang buhay na buhay.
28. Alam ko ang naging wakas ng buhay pagbibinata ni Lucio.
29. Kailangan talaga ang halaman ngunit ayaw nilang magtanim.
30. Ang masamang ugali karaniwan ay mitsa ng away.
31. Patuloy ang pagkislap ng tala ni Nora nawa'y maging maalwan ang buhay niya.
32. Ang paglalarawan sa dalaga ay hawig sa bulaklak.
33. Sa banda roon ang panahon ay masama ngunit hanggang ngayon lamang ito.
34. Lahat ng eksamen ni Sita tungkol sa mga salita ay wasto.
35. Ang anggi ay abot hanggang sa silid.
36. Papaano kaya sila iisip ng solusyon upang patuloy na maitaas ang antas ng buhay ni Mang Amboy?
37. Hapon na ng matapos ang klase.
38. Nawa'y maging masigla ang araw mo ngayon.

guro.

40. Sumagot ng po at opo sa matanda.
41. Mabuti noon mayroon ng larawan dahil nakita ko ang ganda ng mukha ng ate mo.
42. Napakayaman ni Betty subalit masama naman ang kanyang ugali.
43. Umaayon ang panahon kaya maaari tayong magliwaliw.
44. Mabuti ang magsayaw at maglaro upang mawala ang sakit ng tuhod mo.
45. Mahalaga ang diksyonaryo sa pag-aaral ng ating mga leksiyon.
46. Lagi ang sulat ng binata sa dalaga kaya naibigan siya nito.

Lesson 7

Lower Signs as Whole-word / Part-word Contractions

7.1 One-cell Lower Signs.

The lower signs, which may be used as whole words or parts of words, are formed by using the lower half of the Braille cell (dots 2, 3, 5, and 6). These contractions are as follows:

Signs	Whole-Word Meaning	Part-Word Meaning	Signs	Whole-Word Meaning	Part-Word Meaning
⠒	ba	ba	⠶	--	ga
⠢	ka	ka	⠦	--	ha
⠖	--	da	⠔	inyo	in
⠲	--	en	⠴	--	umi
⠤	pa	pa	⠬	--	kina

7.2 Whole-Word Lower Signs

7.2*a* **The whole-word lower signs for "ba", "ka", "pa",** and **"inyo"** may be preceded by the capital or italic sign, but should never be in contact with punctuation marks, except with apostrophe **t** ('t) or **y** ('y). Examples:

Aalis ka ba?

⠰⠁⠇⠊⠎ ⠢ ⠒⠦

Magbihis ka't aalis na tayo.

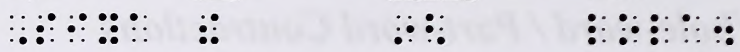
⠰⠍⠁⠛⠃⠊⠓⠊⠎ ⠢⠄⠞ ⠰⠁⠇⠊⠎ ⠝⠁ ⠞⠁⠽⠕⠲

Siya ba'y kaibigan mo?

⠰⠎⠊⠽⠁ ⠃⠁⠄⠽ ⠅⠁⠊⠃⠊⠛⠁⠝ ⠍⠕⠦

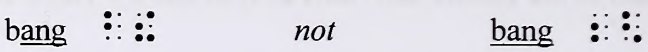
7.2*b* **The ligature ng** may be added to the whole-word lower sign for "inyo". Example:

Siya ang inyong lola.



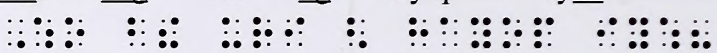
7.2*c* **When the words "ba", "ka", and "pa" are followed by a ligature ng**, the one-cell part-word sign for **"ang"** should be used instead of the lower signs. Examples:

bang *not* bang

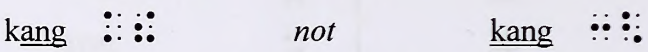


Ex.

Ano bang uri ng hayop iyan?

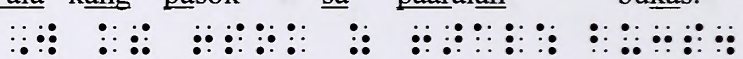


kang *not* kang

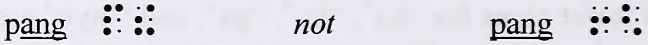


Ex.

Wala kang pasok sa paaralan bukas.

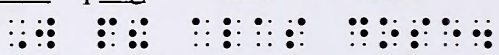


pang *not* pang



Ex.

Wala pang alas dose.



7.3Part-Word Lower Signs

7.3*a* **The part-word lower signs for "ba", "ka", "da", "pa",** and "**umi**" may be used only as the beginning or middle parts of words. They may be used as the end parts of words only if they are in contact with apostrophe **t** ('t) or **y** ('y). Examples:

bato



pagkakaisa



madali



mapalad



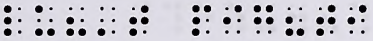
lumikha



naglaba't nagluto



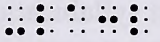
7.3*b* **The part-word lower signs for "ga" and "ha"** may be used only as middle parts of words because otherwise it may be mistaken as punctuation. They may be used as end parts of words only if they are in contact with apostrophe **t** ('t) or **y** ('y). Examples:

luha't pighati 

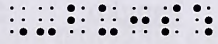
daga't pusa 

luha'y tumulo 

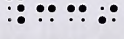
7.3c **The part-word lower sign for "kina"** should be used only as the beginning of a word. This is because it may be mistaken for a hyphen. It may be preceded by the capital or italic sign but it should never be in contact with a hyphen or a dash. Examples:

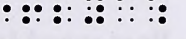
kinalakal 

kinabahan 

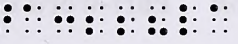
Kinabukasan 

7.3*d* **Two or more lower signs may follow one another** only if one of them is in contact with an upper sign containing dot 1 or dot 4 (the italic sign is not considered as an upper sign although it contains a dot 4). Examples:

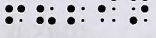
pagkakain 

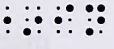
kapabayaan 

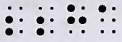
kapal 

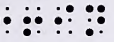
nakababahala 

7.3*e* **Spell out last lower sign.** If a word can be written in purely part-word lower signs and no other alternative part-word contraction is available, the last lower sign should be spelled out. Examples:

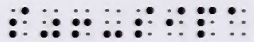
pahabain 

kainin 

babaha 

kapain 

7.3*f* **Lower signs with hyphens.** The lower signs may be used in contact with a hyphen only in hyphenated compound word and in a word divided at the end of a line, provided that one of the lower signs is in contact with an upper sign containing a dot 1 or a dot 4. Examples:

sumipa-sipa


tumipa-tipa

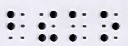
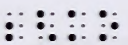
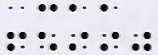
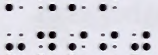
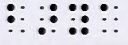
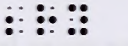
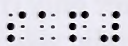

aka-


lain


palipa-

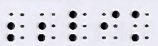

ran

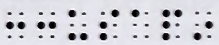

7.3*g* **If both the contraction and the lower sign form syllables.** The one cell-part word contractions for "**ang**", "**an**", "**ar**", "**at**", and "**aw**" should be used in preference to the part-word lower signs when they follow correct syllabication. Examples:

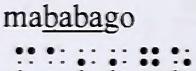
bangko		*not*	bangko	
pansit		*not*	pansit	
barya		*not*	barya	
sapat		*not*	sapat	
sabaw		*not*	sabaw	

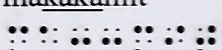
7.3*h* **Part-word lower sign may be used in words with repeated syllables.**

7.3*h*(1) Use the part-word lower sign when the syllable to be repeated twice occurs at the beginning or in the middle of a word. Examples:

babalik


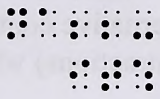
kakausapin


mababago


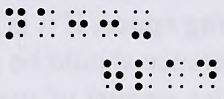
makakamit


7.3*h*(3) Use the part-word lower sign when the syllable to be repeated twice is followed by a hyphen in a word divided at the end of a line. Examples:

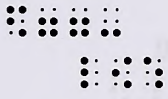
nababa-
itan



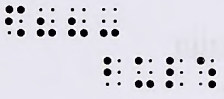
nakaka-
tulad



naggaga-
lawan



naghaha-
bulan



Drill 14

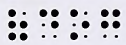
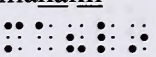
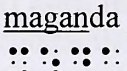
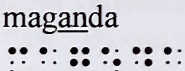
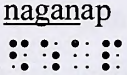
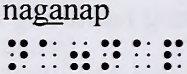
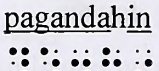
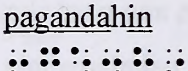
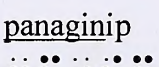
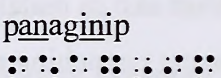
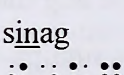
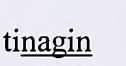
Practice brailling the following sentences.

1. Sapat na ang naitulong ng bangko upang makapagsarili na ang kooperatiba.
2. Bahain talaga ang lugar na iyan kaya pinataas nila ang kanilang bahay.
3. Kailangan ang pagkakaisa upang mapadali ang anumang gawain.
4. Tunay na nakababahala ang mataas na bilang ng biktima ng bawal na gamot.
5. Kinabahan ako sa malakas na ingay.
6. Siya ba ang panauhing pandangal?
7. Masarap inumin ang tubig sa banga.
8. Ang kabayo ay sumipa-sipa nang malakas.
9. Wala pang tumalo sa akin!
10. Siya si Ben ang inyong bagong kamag-aral.
11. Ako ba'y binibiro mo?
12. Mapalad ang taong mapagpakumbaba.
13. Kinagisnan na ng ating mga ninuno ang pagsamba sa mga anito.
14. Ikaw ba'y kababata ko?
15. Nakababahala ang problema ng ating bayan.

7.4 Choice and Use of One-cell Contractions / Lower Signs

Unless otherwise restricted by specific provisions in the other sections or subsections of this Code, the choice and use of contractions should be based on the following guidelines.

7.4*a* **Saving space.** If it is possible to use two or more alternative contractions in a word, preference should be given to the contraction (or contractions) which would save the greater amount of space. Examples:

handog	*not*	handog
		
mahalin	*not*	mahalin
		
maganda	*not*	maganda
		
naganap	*not*	naganap
		
pagandahin	*not*	pagandahin
		
panaginip	*not*	panaginip
		
sinag	*not*	sinag
		
tinagin	*not*	tinagin
		

7.4*b* **Preference given to correct syllabication.** If it would save an equal amount of space to use a certain contraction versus any of it's alternatives, then preference should be given to the contraction which indicates correct syllabication. Examples:

bawat		bawat
⠃⠁⠺⠁⠞	*not*	⠃⠁⠺⠁⠞
kanin		kanin
⠅⠁⠝⠔	*not*	⠅⠁⠝⠔
kapatid		kapatid
⠅⠁⠏⠁⠞⠊⠙	*not*	⠅⠁⠏⠁⠞⠊⠙
dati		dati
⠙⠁⠞⠊	*not*	⠙⠁⠞⠊
panig		panig
⠏⠁⠝⠊⠛	*not*	⠏⠁⠝⠊⠛
patis		patis
⠏⠁⠞⠊⠎	*not*	⠏⠁⠞⠊⠎
pagalingin		pagalingin
⠏⠁⠛⠁⠇⠬⠔⠔	*not*	⠏⠁⠛⠁⠇⠬⠔⠔
ihatid		ihatid
⠊⠓⠁⠞⠊⠙	*not*	⠊⠓⠁⠞⠊⠙
magpagamot		magpagamot
⠍⠁⠛⠏⠁⠛⠁⠍⠕⠞	*not*	⠍⠁⠛⠏⠁⠛⠁⠍⠕⠞

7.4*c* **No alternative contraction available.** If the only available contraction has no alternative, it should still be used even if it's use would violate the primary syllabication of a word. Examples:

angatin	⠁⠝⠛⠁⠞⠔	buwanan	⠃⠥⠺⠁⠝⠁⠝
arawan	⠁⠗⠁⠺⠁⠝	nariyan	⠝⠁⠗⠊⠽⠁⠝
bingi	⠃⠔⠛⠊	tawa	⠞⠁⠺⠁
pera	⠏⠑⠗⠁		

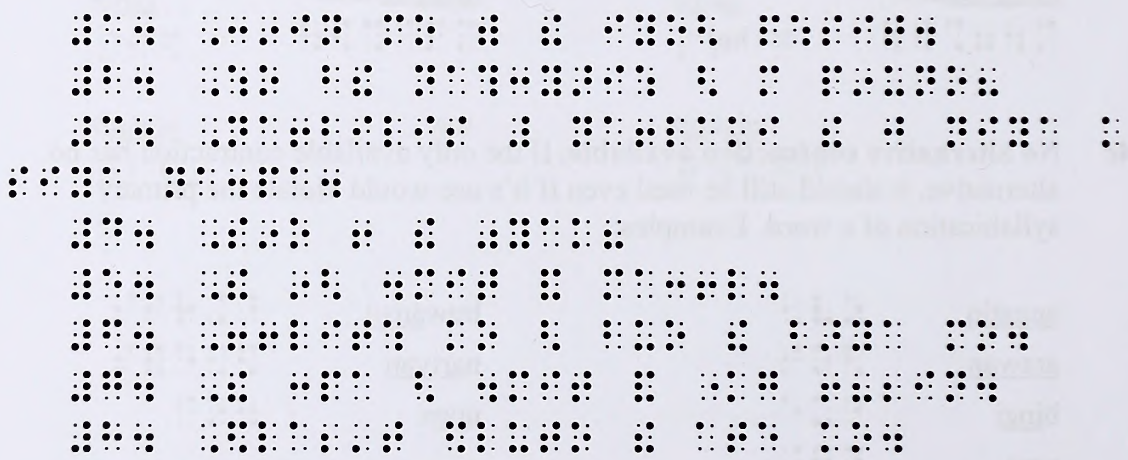
Drill 15

Practice brailling the following sentences.

1. Angatin mo ang kahoy na nakaharang diyan.
2. Kailangan kang maghanda dahil kaarawan mo bukas.
3. Naroon ang perlas na ibinigay mo.
4. Naghanap ng bagong gawain si Armando.
5. Magara ang oto ni Carmen.
6. Linisin at pagandahin ang lugar ng handaan.
7. Kaugalian nila ang magdasal tuwing orasyon.
8. Bawat isa ay nagnais na marinig ang kanilang panig.
9. Ang patis ay galing sa katas ng isda.
10. Magpagamot ka sa dati nating doktor.
11. Ibilad mo ang labada sa arawan para walang amoy.
12. Nahuli siya dahil sa bawal na gamot.
13. Buwanan ang bayaran sa upa ng bahay.
14. Kailangang ihatid ang damit na handog sa Pare.
15. Siya ay datihang kasapi sa samahan natin.

Reading Practice

See print version in Appendix A.



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EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 7

1. Si Nena ay babalik at magdadala ng prutas.
2. Kanina inihatid ni Carmen ang mga nagamit na palda.
3. Ang nanay ay naglaba't naglinis.
4. Magpagamot ka na, baka lumala pa iyan.
5. Iyan ang mga laruang binili ko.
6. Magkakahalintulad ang ating mga panaginip.
7. Mga dalaga't binata ang aawit sa palatuntunan.
8. Sinagilahan ako ng matinding takot pagkakita ko sa kanya.

9. Ang kapabayaan sa tungkulin ay hadlang sa pagsulong ng kaunlaran.
10. Pagandahin natin ang ating silid nang manalo tayo sa patimpalak.
11. Sinunod ba nila ang babala?
12. Madali ang pag-unlad kapag tayo'y nagkakaisa.
13. Mapera talaga ang pamilya Ayala.
14. Natawa ka ba sa biro niya?
15. Tabingi ang pila ng mga bata.
16. Ang batang magalang ay minamahal.
17. Napanaginipan kong nasa planetang Mars ako
18. Gusto mo bang mahalintulad sa Kuya mo?
19. Ang bawat bata ay magkapatid sa Panginoon.
20. Ihatid mo ang kasangkapan kay Rina.
21. Nakababahala ang paglago ng krimen sa ating bansa.
22. Binaha raw ang inyong lugar?
23. Pagalingan sa paggawa ng tula sina Nina at Carla.
24. Napabilis ang kanyang hakbang kaya siya nadapa.

Lesson 8

Short-Form Words

8.1 The following contractions are called Short-Form Words.

Alphabetized by Meaning. * Starred words have special rules.

Sign	Short Form	Meaning
⠆⠆	bb*	babae / babai
⠆⠶⠶	bgy	barangay
⠆⠶⠆	brl	braille
⠆⠆	bl	bulag
⠒⠆	dl	dakila
⠒⠒	dd	damdamin
⠦⠶	(da)p	dapat
⠒⠦⠶	dwt	datapwat
⠖⠒⠆	hal	halimbawa
⠖⠆	hl	halos
⠖⠶	hg	huwag
⠔⠆	il*	ilalim
⠦⠔	(in)s	inaasahan
⠔⠔	is	isang
⠅⠆	kl	kalayaan
⠅⠗	kr	karanasan
⠅⠏	kp	karapatan
⠅⠜	k(ar)	karunungan
⠅⠎	ks	kasalukuyan
⠅⠽⠶	ksy	kasaysayan
⠅⠞⠗	ktr	kultura
⠅⠍⠝	kmn	kumunikasyon
⠅⠙	kd	kundi
⠅⠛	kg	kung
⠅⠺	kw*	kuwento / kuwentu

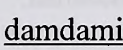
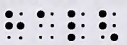
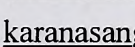
⠇⠇	ll*	lalake / lalaki
⠇⠏⠝	lpn	lipunan
⠛⠛	(mag)g	magiging
⠍⠍	mm	mamamayan
⠍⠗	m(ar)	marahil
⠍⠗	mr	marami
⠝⠛	(nag)g	nagiging
⠓⠗	hr	oras
⠏⠛	(pag)g	pagiging
⠏⠅	(pag)k	pagkat
⠏⠇	pl	palaisipan
⠏⠓	ph	palibhasa
⠏⠍	pm	pamahalaan
⠏⠎⠏	psp	pangungusap
⠏⠝	pn	panitikan
⠎⠺	sw	salawikain
⠎⠍⠅	smk	samakatuwid
⠎⠍	sm	samantala
⠎⠛	sg	sangguni
⠎⠏⠅	s(pag)k	sapagkat
⠎⠇	sl	suliranin
⠎⠎	ss	sumusunod
⠞⠏	tp	tagumpay
⠞⠅	tk	talakay
⠞⠇	tl	talata
⠞⠗	tr*	trabaho
⠺⠺	ww	watawat

8.2 Additions to Short-Form Words

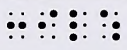
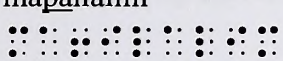
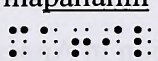
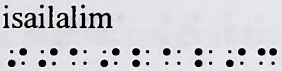
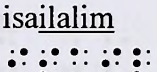
8.2*a* **Addition of prefix, suffix, or both** may be made to short-form word except for the word *ilalim*. Examples:

pampamahalaan	⠏⠍⠏⠍⠓⠇⠝	kalalakihan	⠅⠇⠇⠅⠓⠝
pangkasalukuyan	⠏⠝⠛⠅⠎⠇⠥⠅⠽⠝	madamdamin	⠍⠙⠍⠙⠍⠔

8.2*b* **Adding the ligature g and ng.** The ligature **g** may be added to a short-form word that ends in a consonant, while the ligature **ng** may be added to a short-form word that ends in a vowel. Examples:

damdaming		halimbawang	
karanasang		kuwentong	

8.2*c* **Avoid additions that cause confusion.** Addition to a short-form word should not be made if it would cause difficulty or confusion in the recognition of a word. Examples:

Kailaliman 	*not*	kailaliman 
mapailalim 	*not*	mapailalim 
isailalim 	*not*	isailalim 

8.3 Dividing Short-Form Words

A short-form word should not be divided at the end of a line, but it may be separated from any syllable addition. Examples:

pagka-		pagka-	
babae		mamamayan	

Drill 16

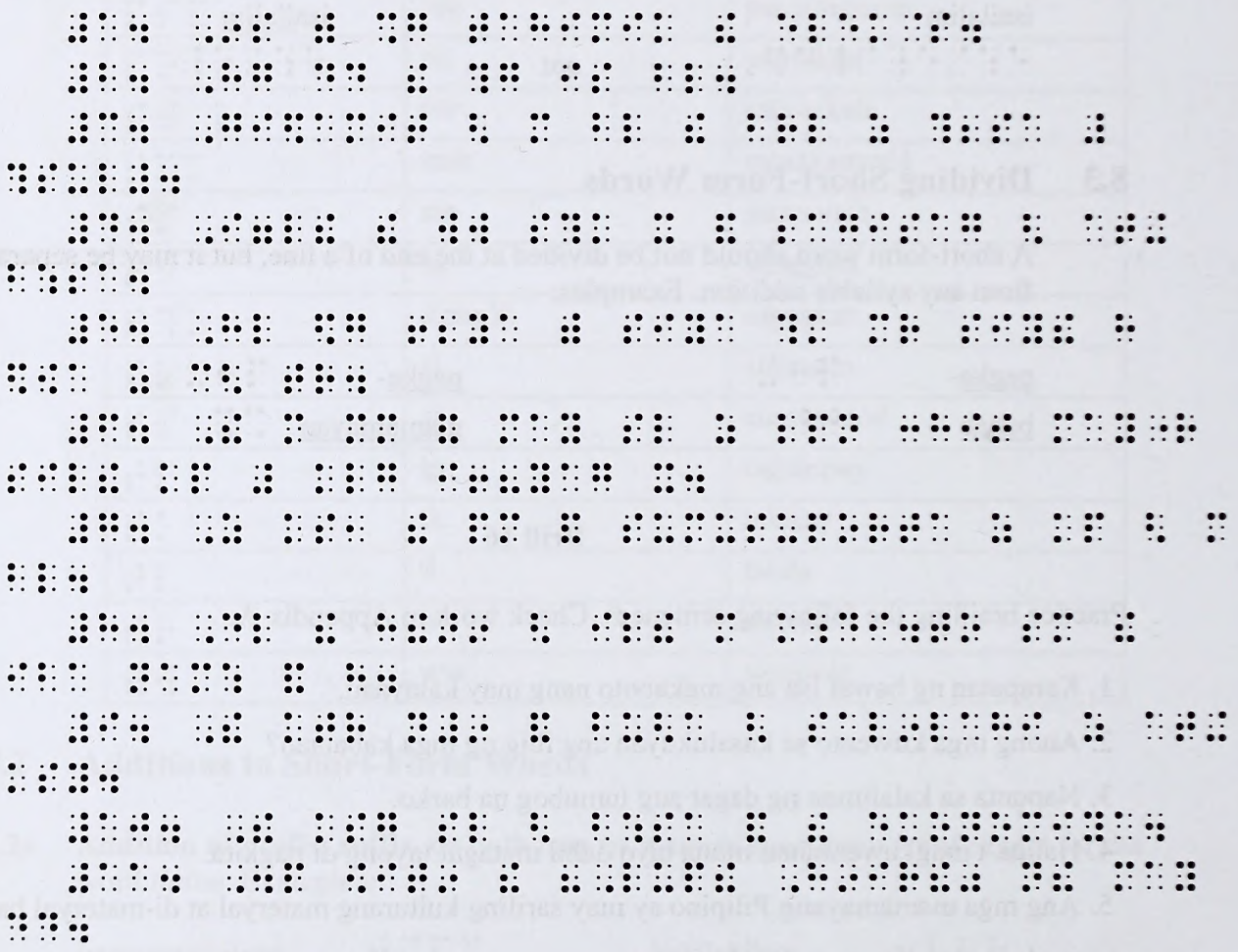
Practice brailling the following sentences. Check work in Appendix A.

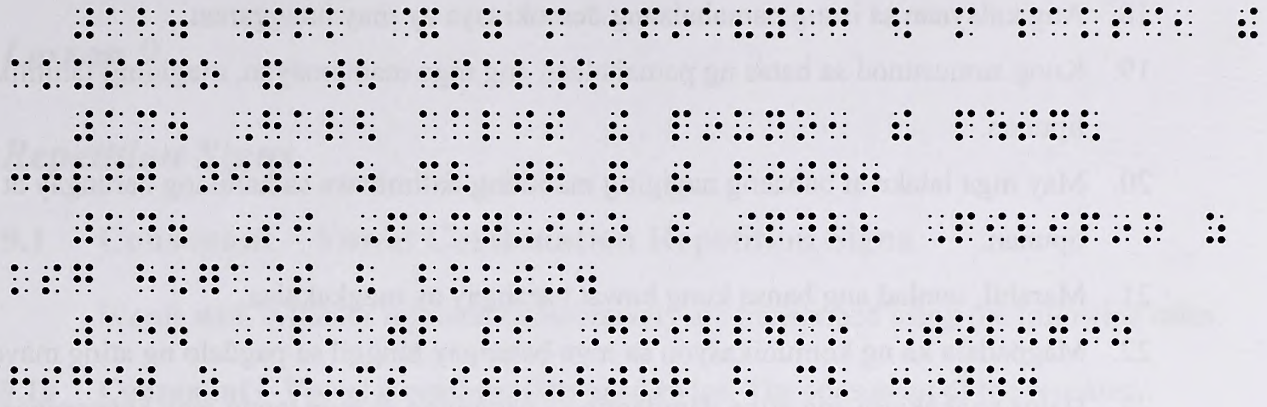
1. Karapatan ng bawat isa ang makaboto nang may kalayaan.
2. Anong mga kuwento sa kasalukuyan ang ibig ng mga kabataan?
3. Napunta sa kalaliman ng dagat ang lumubog na barko.
4. Halina't magkuwentuhan muna tayo dahil matagal tayong di nagkita.
5. Ang mga mamamayang Pilipino ay may sariling kulturang materyal at di-materyal bago pa dumating ang mga dayuhan.
6. Si Ed Castrillo ay kilala sa larangan ng iskulturang "metal."

7. Dumarami ang kababaihan sa larangan ng kalakalan.
8. Itaas sa puwesto ang mga kawaning karapat-dapat.
9. Kapwa makasaysayan ang Bundok Buntis at Bundok Samat.
10. Ang tatay ko ang napiling pangulo ng kalipunan ng mga barangay sa bansa.
11. Ang Sangguniang-bayan ang gumagawa ng mga batas ng bayan.
12. Ang batang maysakit ay dapat sumailalim sa masusing gamutan.
13. Isulong ang karapatan ng mga kababaihan.
14. Makasaysayan ang mansyon ni Aguinaldo sa Kawit, Cavite.
15. Ang Araling Panlipunan ay asignatura sa Mataas na Paaralan.

Reading Practice

See print version in Appendix A.





EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 8

1. Sa palabas pangkultura makikita ang mga sayaw etniko.
2. Maraming produktong agrikultural ang Pilipinas.
3. Ginawa ang bantayog ni Rizal bilang parangal sa kanyang kadakilaan.
4. Karapat-dapat iturìng na isang bayani si Benigno Aquino dahil sa kanyang kabayanihan.
5. Maramihan ang bentahan ng mga produkto sa tindahang iyan.
6. Talakayin natin ang mga suliranin sa ating barangay.
7. Binisita namin ang makasaysayang pook ng Barasoain.
8. Kailangang maipailalim siya sa ating kapangyarihan.
9. Sumugod sa tanggapan ang mga kalalakihan upang magpatala.
10. Dapat isangguni ang ating mga suliranin sa ating mga magulang.
11. Palibhasa'y marami siyang pera kaya tanyag sa lipunan.
12. Marahil dapat lamang na magpatala sa barangay kung ibig mong makaboto sa eleksyon.
13. Ang tagumpay mo sa trabaho ay hindi lamang sa karunungan kundi sa iyo ring karanasan.
14. Ang kuwento ng babae ay tungkol sa isang kahon sa ilalim ng kama.
15. Ikaw ang bida sa kanilang masayang kuwentuhan sa kalaliman ng gabi.
16. Ang mga kalalakihan at kababaihan ng barangay ay nag-ensayo para sa patimpalak.
17. Mayroong mga karapatan ang mamamayan na di matugunan ang pamahalaan.

18. Ang kalayaan sa isang pamahalaang demokrasya ay may hangganan.
19. Kung sumusunod sa batas ng pamahalaan ang mga mamamayan, magiging tahimik ang lipunan.
20. May mga lalake at babaeng nagiging mabuting halimbawa sa kanilang barangay at lipunan.
21. Marahil, uunlad ang bansa kung bawat barangay ay magkakaisa.
22. Magpadala ka ng komunikasyon sa mga barangay hinggil sa pagdalo ng ating mayor.
23. Halos nagkakaisa ang ating damdamin sa pagtulong sa mga taong may kapansanan.
24. Isang babae ang inaasahang darating sa oras ng ating palaro.
25. Ang kuwentong ito ay tungkol sa madamdaming karanasan ng ilang kababaihan.

Lesson 9

Repetition Signs

9.1 Consonant – Vowel Combination Repetition Signs

Words with syllables repeated consecutively are transcribed using the following rules.

9.1*a* **Consonant – Vowel *a* combination used twice.** The consonant of the repeated consonant-vowel combination is preceded by ⠒ (dots 4-5) written once. Examples:

lalamig ⠇⠁⠒⠇⠁⠍⠊⠛ nawawala ⠝⠁⠒⠺⠁⠇⠁ malala ⠍⠁⠒⠇⠁ gagamba ⠛⠁⠒⠛⠁⠍⠃⠁

9.1*a*(1) In words where both the repetition sign dots 4-5 and the part-word lower signs may be used, on the next three cases the part-word lower sign should be used regardless of the amount of space saved.

9.1*a*(1.1) The consonant-vowel combination to be repeated twice occurs at the beginning of a word. Examples:

babalik ⠃⠁⠒⠇⠊⠅ *not* babalik ⠃⠁⠇⠒⠊⠅

kakausapin ⠅⠁⠒⠅⠁⠥⠎⠁⠏⠒⠔ *not* kakausapin ⠅⠁⠅⠁⠥⠎⠁⠏⠒⠔

9.1*a*(1.2) The consonant-vowel combination to be repeated twice occurs in the middle of a word. Examples:

mababago ⠍⠁⠃⠒⠃⠁⠛⠕ *not* mababago ⠍⠁⠃⠁⠒⠃⠁⠛⠕

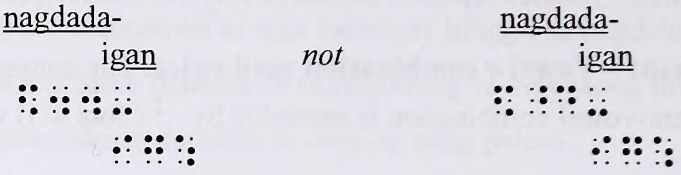
madadala ⠍⠁⠙⠒⠙⠁⠇⠁ *not* madadala ⠍⠁⠙⠁⠒⠙⠁⠇⠁

9.1*a*(1.3) The consonant-vowel combination to be repeated twice is followed by a hyphen in a word divided at the end of a line. Examples:

nababa- itan *not* nababa- itan

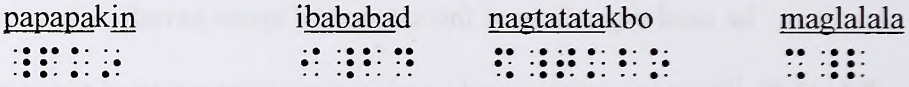


nagdada- igan *not* nagdada- igan



9.1*b* **Consonant – Vowel *a* combination used thrice.** The consonant of the repeated consonant-vowel combination is preceded by ⠨ (dots 4-5-6) written once. Examples:

papapakin ibababad nagtatatakbo maglalala



9.1*c* **Consonant – Vowel *i* combination used twice.** The consonant of the repeated consonant-vowel combination is preceded by ⠈ (dots 1-6) written once. Examples:

bibili ⠈⠃⠊⠃⠊ didiktahan ⠈⠙⠊⠙⠊⠅⠞⠓⠁⠝

nagdidilig ⠈⠛⠁⠛⠙⠊⠙⠊⠇⠊⠛ naglilinis ⠈⠛⠁⠛⠇⠊⠇⠊⠝⠊⠎

naninimdim ⠈⠝⠁⠝⠊⠝⠊⠍⠙⠊⠍ nagsisi ⠈⠛⠁⠎⠊⠎⠊

9.1*d* **Consonant – Vowel *i* combination repeated thrice.** If no other rule apply, the last consonant-vowel combination should be spelled out. Example:

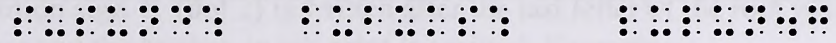
nagbibibili ⠈⠛⠁⠃⠊⠃⠊⠃⠊⠇⠊

9.1*e* **Consonant – Vowel *u* combination repeated twice.** The consonant of the repeated consonant-vowel is preceded by ⠠ (dots 4-6) written also once. Example:

nakalulugod ⠈⠝⠁⠅⠁⠇⠥⠇⠥⠛⠕⠙

9.1.*e*(1) EXCEPTION 1. This repetition sign should never be used in the beginning of a word. Examples:

susundan bubuksan lulundag



9.1*e*(2) EXCEPTION 2. In words with repeated consonant-vowel combination consisting of **tu**, the one-cell part-word contraction for **tu** should be used in preference to this repetition sign. Examples:

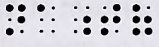
natutuwa *not* natutuwa



patutulugin *not* patutulugin



9.1*f* Consonant – Vowel *u* repeated thrice. The consonant of the repeated syllable is preceded by ⠒ (dots 5-6) also written once. Example:

natututuhan 

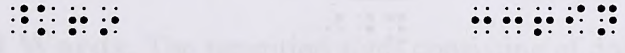
9.1*g* PREFERENCES.

9.1*g*(1) The repetition sign should be preferred over the part-word lower sign if it would save a greater amount of space. Examples:

kakain *not* kakain

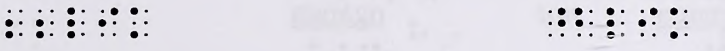


kakapain *not* kakapain



9.1*g*(2) If the use of repetition sign and of part-word lower sign saves the same amount of space, part word lower sign is preferred. Examples:

babalik *not* babalik



madadala *not* madadala



9.2 Repeated Words and Syllables - Repetition Sign ⠈⠈ (dots 1-2-3-4-6)

9.2*a* **Hyphenated – Repeated Words.** This repetition sign precedes the beginning letter of the repeated hyphenated word and the hyphen in ink is omitted. Examples:

dala-dala ⠈⠈⠙⠁⠇⠁

sabay-sabay ⠈⠈⠎⠁⠃⠽⠤⠎⠁⠃⠽

patak-patak ⠈⠈⠏⠁⠞⠅⠤⠏⠁⠞⠅

9.2*b* **Repeated words with prefixes** The repetition sign precedes the beginning letter of the repeated word right after the last letter of the prefix and the hyphen in ink is omitted. Examples:

kapuna-puna ⠅⠁⠏⠥⠝⠁⠤⠈⠈⠏⠥⠝⠁

kataka-taka ⠅⠁⠞⠁⠅⠁⠤⠈⠈⠞⠁⠅⠁

pagkalaki-laki ⠏⠁⠛⠅⠁⠇⠁⠅⠊⠤⠈⠈⠇⠁⠅⠊

9.2*c* **Identical syllables** The repetition sign precedes the first letter of the syllable that is exactly identical. Examples:

baybay ⠃⠁⠽⠈⠈⠃⠁⠽

madaldal ⠍⠁⠙⠁⠇⠈⠈⠙⠁⠇

supalpal ⠎⠥⠏⠁⠇⠈⠈⠏⠁⠇

lolo ⠇⠕⠇⠈⠈⠕

9.2*d* **Repeated root word with last syllable *o* or *e*.** The repetition sign precedes the beginning letter of the root word and the hyphen in ink print is omitted. Examples:

baku-bako ⠃⠁⠅⠥⠤⠈⠈⠃⠁⠅⠕

pahintu-hinto ⠏⠁⠓⠊⠝⠞⠥⠤⠈⠈⠓⠊⠝⠞⠕

sigi-sige ⠎⠊⠛⠊⠤⠈⠈⠎⠊⠛⠑

tingi-tinge ⠞⠊⠝⠛⠊⠤⠈⠈⠞⠊⠝⠛⠑

9.2*e* **PREFERENCE.** In words where the repetition sign consisting of dots 1-2-3-4-6 and the repetition sign consisting of dots 4-5 may be used, preference should be given to the repetition sign consisting of dots 4-5. Examples:

baba ⠃⠁⠲⠃⠁ *not* baba ⠈⠈⠃⠁⠲⠃⠁

nana ⠝⠁⠲⠝⠁ *not* nana ⠈⠈⠝⠁⠲⠝⠁

nganga ⠝⠛⠁⠲⠛⠁ *not* nganga ⠈⠈⠝⠛⠁⠲⠛⠁

yaya ⠽⠁⠲⠽⠁ *not* yaya ⠈⠈⠽⠁⠲⠽⠁

9.3 Repeated Words with Ligature on the First Word - Repetition Sign ⠒ (dot 2)

The repetition sign ⠒ (dot 2) is written after the last letter of the root word just before the ligature and the hyphen in ink print is omitted. Examples:

pulang-pula ⠏⠥⠇⠒⠁⠝⠛⠏⠥⠇⠁

bagung-bago ⠃⠁⠛⠥⠒⠁⠝⠛⠃⠁⠛⠕

babaing-babae ⠃⠁⠃⠒⠁⠝⠛⠃⠁⠃⠁⠑

9.4 Other Repetition Rules - Repetition Sign ⠶ (dots 2-3-4-5-6)

9.4*a* **Repeated Words with Suffixes.** The repetition sign ⠶ (dots 2-3-4-5-6) follows the last letter of the root word and precedes the suffix or ligature. The hyphen in ink print is omitted. Examples:

kasal-kasalan ⠅⠁⠎⠇⠶⠅⠁⠎⠇⠁⠝

bahay-bahayan ⠃⠁⠓⠁⠽⠶⠃⠁⠓⠁⠽⠁⠝

isip-isipin ⠊⠎⠊⠏⠶⠊⠎⠊⠏⠊⠝

9.4*b* The repetition sign ⠶ is inserted between the part of the word to be repeated and the remaining part. The hyphen in ink print is omitted. Examples:

pala-palagay ⠏⠁⠇⠶⠏⠁⠇⠁⠛⠁⠽

baha-bahagi ⠃⠁⠓⠶⠃⠁⠓⠁⠛⠊

pare-pareho ⠏⠁⠗⠑⠶⠏⠁⠗⠑⠓⠕

9.4*b*(1) The repetition sign ⠶ is inserted between a 3-letter syllable followed by a suffix. Examples:

sabsaban ⠎⠁⠃⠶⠎⠁⠃⠁⠝

baybayin ⠃⠁⠽⠃⠶⠁⠽⠊⠝

daldalan ⠙⠁⠇⠶⠙⠁⠇⠁⠝

bakbakan ⠃⠁⠅⠶⠃⠁⠅⠁⠝

9.5 Divided Words.

The repetition signs consisting of dots 4-5, dots 4-5-6 and dots 1-6 may be used in words divided after the repeated syllables at the end of a line. Examples:

⠃⠁⠃⠒ ⠃⠁⠃⠁⠅⠊⠅

baba-
lik

⠃⠊⠃⠒ ⠊⠇⠊⠝

bibil-
hin

⠏⠁⠏⠒ ⠁⠏⠁⠎⠥⠅⠊⠝

papapa-
sukin

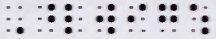
9.6 Italicized or Capitalized Words

When the word preceded by a repetition sign is capitalized or italicized, the capital or italic sign should be put before the repetition sign. In addition, italic sign should precede the capital sign where both of these signs were used in a word. Examples:

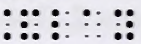
yayayain



Lalawigan



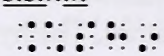
laylay



Sisiw



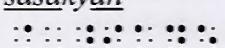
sisihin



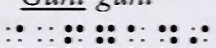
Bababa



sasakyan



Guni-guni



Drill 17

Braille the following words. Treat each numbered line as a new paragraph. Leave two blank cells between each word. Divide words at the end of the line if possible.

1. lalansa sasantuhin sasambahin lalambingin tatandaan tatambakan
2. mamamalantsa mamamalengke papapasukin maglalala
3. nagsisimula naniniwala namimitas bibilangin titibagin pagsisisi
4. naririndi liligpitin namimintas titimplahan pipigtasin
5. nagdudumilat pagbuburahin nagluluto pagsusulit madudurog masusupil
6. nagkukumpulan magsusunduan nagkukunwari
7. pinaghuhuhuli nagpupuputak pinagsususuntok pinagtututumba
8. sabay-sabay kabit-kabit pantay-pantay salit-salit giray-giray dahan-dahan
9. yoyo ngongo Taytay naknak
10. Magsaysay madali-dali nagkabali-bali

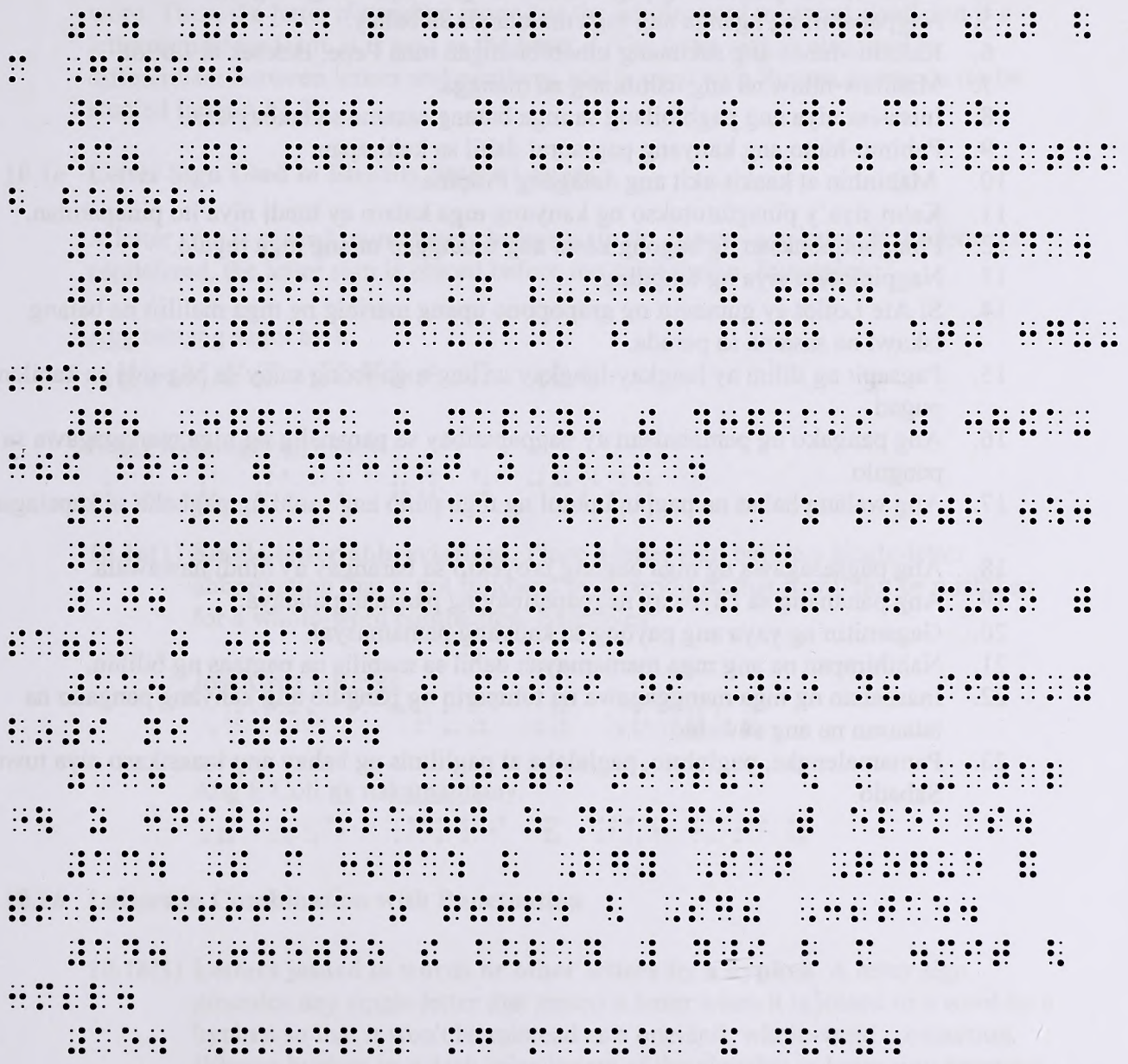
Drill 18

Practice brailling the following sentences.

1. Gustung-gusto ni lolo ang adobo dahil tamang-tama lamang ang timpla nito.
2. Lubhang kapuna-puna ang pagbabagong nangyayari sa mga buhay-buhay ng mga mamamayan ng Payatas.
3. Nagpapabagal sa ating paglalakbay ang baku-bakong daan.
4. Nasunog ang pakpak ng gamugamo nang ito'y lumipad-lipad sa gasera.

5. Ang pagbabagu-bago ng klima ang sanhi ng tuluy-tuloy niyang lagnat.
6. Pasulput-sulpot at patagu-tago ang mga taong-labas sa pagpasok sa kabayanan.
7. Isang salu-salo ang tulung-tulong na inihanda nila para sa darating na bisita.
8. Dyip-dyip na saging ang ibinababa sa mga namamakyaw.
9. Sa sabsaban matatagpuan ang mga alagang hayop ng magsasaka.
10. Sinisimsim ng mga bubuyog at paruparo ang katas ng bulaklak.

Reading Practice



EXERCISE

Prepare the following for submission to the instructor.

LESSON 9

1. Maraming manggagawa ang nawalan ng trabaho ngayon dahil sa pagsasara ng pabrika.
2. Bumili ka ng sabon at ibababad ko ang mga puting damit.
3. Tulung-tulong ang mag-anak para maitayo ang kanilang barung-barong.
4. Bernard, tatakpan ko ang pagkain mo nang di dapuan ng langaw.
5. Nagpapabili ng nganga ang mga matatanda sa bahay.
6. Kalunus-lunos ang sakunang kinabibilangan nina Pepe, Bekbek at Lotlot.
7. Manilaw-nilaw na ang nahihinog na mangga.
8. Inisa-isa niya ang pagbibilang sa mga batang sasama sa lakbay-aral.
9. Pahintu-hinto ang kanyang pag-aaral dahil sa kahirapan.
10. Mahinhin at kaakit-akit ang dalagang Pilipina.
11. Kahit siya'y pinagtututukso ng kanyang mga kalaro ay hindi niya ito pinapatulan.
12. Pinagbububuksan ng bagong kasal ang tinanggap nilang mga regalo.
13. Nagpipintura siya ng dingding.
14. Si Ate Lotlot ay gumamit ng grapopono upang marinig ng mga maliliit na batang Iskawt na sasama sa parada.
15. Pagsapit ng dilim ay langkay-langkay na ang mga ibong salay sa pag-uwi sa kanilang pugad.
16. Ang pangako ng pamahalaan ay nagpapatibay sa pananalig ng mga manggagawa sa pangulo.
17. Ang walang habas na pagpupuputol ng mga puno ang sanhi ng pagbaha sa kapatagan.
18. Ang pagsasagawa ng mga bagong proyekto sa barangay ay hindi nawawala.
19. Ang pananalig sa Diyos ay nagpapatibay ng pananampalataya.
20. Gagamitin ng yaya ang payong sa kanyang pamamasyal.
21. Nahihirapan na ang mga mamamayan dahil sa mabilis na pagtaas ng bilihin.
22. Inaasahan ng mga manggagawa na tutuparin ng pangulo ang kanyang pangako na tataasan na ang suweldo.
23. Pamamalengke, pagluluto, paglalaba at paglilinis ng bahay ang inaasikaso niya tuwing Sabado.

Lesson 10

Letter Sign, Speech Mannerisms, Divided Words and Proper Names

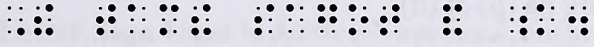
10.1 Letter Sign in General

The letter sign (dots 5-6), also known as the letter indicator, is a composition sign like the capital sign and the number sign. It is used to indicate that a letter or letter grouping *has a letter meaning*, and is not a whole-word contraction or a short-form word. Thus, the letter *d* standing alone has the whole word meaning *dahil*, but if a letter sign precedes it, it is read as the letter *d*. The letter sign is also used to differentiate between letters and numbers, and is used with Roman numerals (to be studied Lesson 13.2).

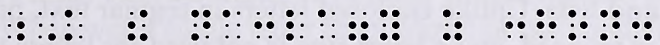
10.1*a* Letter Sign Used to Identify Single Letters

A letter sign is placed immediately before a single, lower-case letter. If the letter is capitalized, the letter sign is placed before the capital sign. Examples:

Ang tamang sagot ay k.

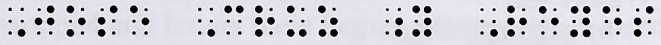


K ang nakalagay sa kahon.

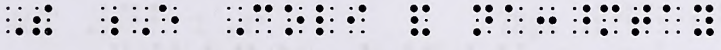


10.1*a*(1) Single-letter abbreviations. Place a letter sign before a single-letter abbreviation that is not followed by a period so that it will not be mistaken for a whole-word contraction. Examples:

Jose Cruz y Reyes

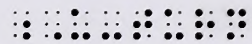


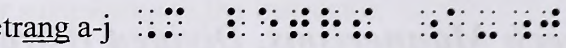
Ang E Coli ay nakamamatay.

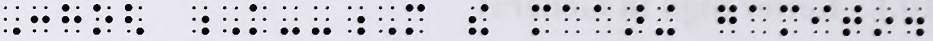


10.1*b* Letters in Combination with Punctuation

10.1*b*(1) Letters joined to words or other letters by a hyphen. A letter sign precedes any single letter that means a letter when it is joined to a word by a hyphen so that it won't be misread as a one-cell, whole-word contraction. When a hyphen or a dash joins letters of the alphabet, a letter sign precedes each letter. Examples:

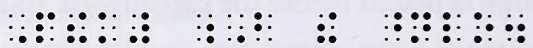
U-turn 

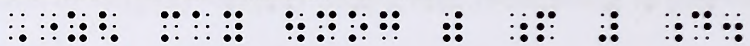
Mga letrang a-j 

Kahong K—M ang maaaring gamitin.


10.1*b*(2) Enclosed letters

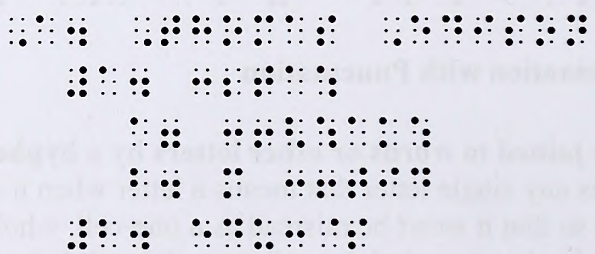
10.1*b*(2.1) In regular text. If a single letter or letter grouping is enclosed in quotation marks, parentheses, or brackets, or is printed in italics (to be studied in Lesson 14.1)—and such enclosures or typeface changes have no other purpose than to distinguish the letter or letters--in braille the letter sign is used to keep it from being read as a whole-word contraction or a short-form word, and the enclosing punctuation marks and typeface changes are ignored. Examples:

Pangkat "B" ang nanalo.


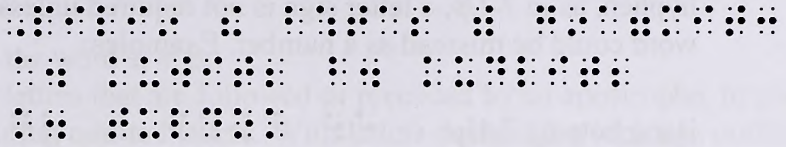
Salitang may tunog na (p) at (d).


10.1*b*(2.2) In outlines and lists. Unlike enclosed letters in regular text, print punctuation is retained, and a letter sign is not used for letters that designate topics within outlines and lists--whether items are listed vertically or horizontally. If, however, such letters are not in contact with punctuation, a letter sign is required. Examples:

A. Thomas Edison
   1. kabataan
      a) kapanganakan
      b) mga kapatid
   2. edukasyon



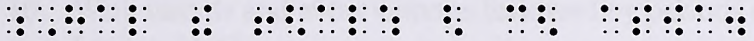
Piliin ang bantas na ginagamit: a. kuwit; b. kudlit; k. tuldok



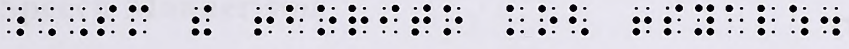
10.1*c* Letter Sign Used to Distinguish Names and Other Words from Short-Form Words

A letter sign is used before names, such as *Hal*, and words that have the same spelling as short-form words when they fall at the beginning of a sentence, quotation, or line of poetry, or in fully capitalized text. A letter sign is also used for letter groupings, such as abbreviations, when they could be confused with short-form words. Examples:

Hal ang pangalan ng kanyang asawa.

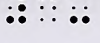
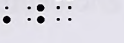
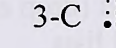
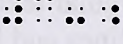


SM ang paborito kong pasyalan.

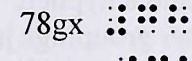


10.1*d* Letter Sign Used in Letter/Number Combinations

A letter sign distinguishes a letter from a number in a letter/number combination. Whenever a single letter (capitalized or not capitalized) and a number are connected by a hyphen, a letter sign is needed before the letter to prevent it from being read as another number or as a whole-word contraction. Examples:

3-c  3-C  c-3  C-3 

10.1*d*(1) Numbers followed by letters. To alert the reader that numbers have stopped and letters have begun, a letter sign is used when a letters, a letter grouping, or a hyphen and letters, *immediately* follows a number. Examples:

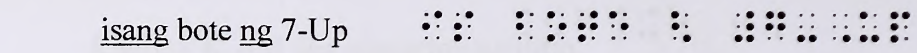
46T  78gx 

46-T 78-gx

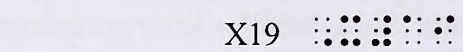
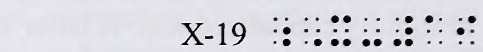
Remember that a period terminates the effect of the number sign. Thus, when a letters immediately follows a number and a period, a letter sign is not required. Example:

30.a.-f.

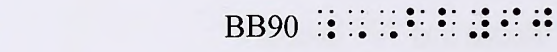
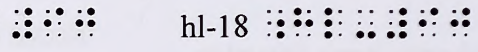
10.1*d*(2) Numbers followed by words. When a number and a word are joined by a hyphen, as in *7-Up*, a letter sign is not required unless all of the letters of the word could be misread as a number. Examples:

isang bote ng 7-Up 

10.1*d*(3) Letters followed by numbers. When a single letter is followed immediately by a number, a letter sign is not required. However, a single letter followed by a hyphen and a number needs a letter sign so that the letter will not be misread as a whole-word contraction. Examples:

X19  X-19 

When a letter grouping is followed by a number, or a hyphen and a number, a letter sign is used only if such letters could be mistaken for a short-form word. Examples:

BB90  hl-18 

10.1*e* Summary

The rules governing the use of the letter sign may be summarized as follows:

Use the Letter Sign

1. With all single letters that mean letters, not words.
2. With single letters joined to words by a hyphen or dash.
3. With single letters joined to other single letters by a hyphen or dash.
4. With single enclosed letters in regular text (drop enclosure symbols).
5. With unpunctuated letters in outlines and lists.
6. With names, words, or letter groupings that could be mistaken for short-form words.
7. With any single letter connected to a number by a hyphen.
8. With a letter or letter grouping immediately following a number, or following a number and a hyphen.
9. With letter groupings joined to a number by a hyphen that could be mistaken for a short-form word.
10. With lowercase Roman numerals and foreign ordinal numbers (to be studied in Lesson 13.1).

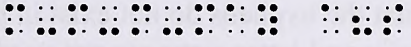
Do Not Use the Letter Sign

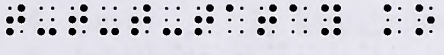
1. With the word a, e, o.
2. With letters that are followed or preceded by an apostrophe, hyphen, or dash indicating omitted letters. With letters designating topics in outlines or listings if they are followed by or enclosed in punctuation.
3. With letter groupings that could not be mistaken for a short-form word.
4. With words, names, or letter groupings that correspond to short-form words, but, because of context, could not be mistaken for one.
5. With a contraction that immediately follows a number, as in ordinal numbers.
6. With any letter that is immediately followed by a number.
7. With letter groupings followed immediately by a number, or by a hyphen and a number, that will not be confused with a short-form word.
8. With words following a number and a hyphen, unless all of the letters of the word could be misread as a number.
9. In stammered words (see Lesson 10.2*a*).
10. With initials and abbreviations followed by periods or a slash (to be studied in Lesson 11.4).

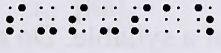
10.2 Speech Mannerisms

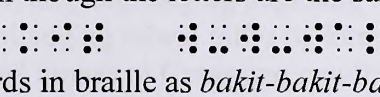
In the preceding section it was stated that when a letter is joined to a word by a hyphen, the letter sign should precede the letter. In speech mannerisms such as stammering, speech hesitation, and vocal sounds, letters are separated by hyphens but they are actually part of the word itself. In such cases, the letter sign is not used.

10.2*a* **Stammering.** When brailling stammered words, the letter or contraction preceding and following the hyphen must be identical. Therefore, contractions cannot always be used. Examples:

m-m-m-may a<u>has</u> 

t-t-t-tatay ko 

s-s-s<u>aan</u> 

EXCEPTION: When a word that can be represented by a one-cell whole-word contraction is stammered, such as *b-b-bakit* or *w-w-wala*, the contraction is not used even though the letters are the same before and after the hyphen (). The use of the contractions would render the words in braille as *bakit-bakit-bakit* and *wala-wala-wala*.

Short-form words may be used in stammered words only if the short-form begins with the same letter or contraction as the stammered portion. Examples:

k-k-karapatan ⠅⠤⠅⠤⠗⠁⠏⠁⠞⠁⠝ p-p-p-pamahalaan ⠏⠤⠏⠤⠏⠤⠏⠁⠍⠁⠓⠁⠇⠁⠁⠝

When dividing a stammered word between lines, the stammered portion should not be separated from the rest of the word. However, such words may be divided after any syllable in the unstammered portion. Example:

w-w-watawat ⠺⠤⠺⠤⠺⠁⠞⠁⠺⠁⠞ *not* ⠺⠤⠺⠤⠺⠁⠞
⠁⠺⠁⠞

10.3 Divided Words

10.3*a* **Words divided into syllables.** In syllabicated words the hyphen always occurs at the end of a syllable; therefore they may be divided between lines after any hyphen.

10.3*a*(1) Spelling words and words under study. No contractions are used in spelling words or in words that are being analyzed or that have been broken into parts in order to focus upon spelling, pronunciation, or word construction. Example:

"Baybayin mo nga ang `pa-na-nam-pa-la-ta-ya,` Rosa?"
⠠⠃⠁⠽⠃⠁⠽⠔ ⠍⠕ ⠝⠛⠁ ⠁⠝⠛ ⠠⠏⠁⠤⠝⠁⠤⠝⠁⠍⠤⠏⠁⠤⠇⠁⠤⠞⠁⠤⠽⠁⠠ ⠠⠗⠕⠎⠁⠦
⠠⠎⠁⠤⠍⠁⠤⠏⠁⠤⠇⠁⠤⠞⠁⠤⠽⠁⠠ ⠠⠗⠕⠎⠁⠦

10.3*b* **Spelled-Out Words.** When the letters of a spelled-out word are separated from each other by hyphens, black dots, stars, or spaces, in braille a hyphen is placed between the letters and, when necessary, a transcriber's note (to be studied in Lesson 15.4) is inserted to explain that the hyphens do not exist in print. Each upper case letter is capitalized individually and letter signs are not used. Example:

H•I•N•T•O ⠠⠓⠤⠠⠊⠤⠠⠝⠤⠠⠞⠤⠠⠕

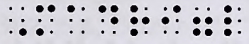
Divide spelled-out words only at the end of a syllable. Do not divide a beginning or ending single-letter syllable from the rest of the word. Example:

A-r-a-b-i-a A-r-a- *not* A-r-a-b-i-
b-i-a a

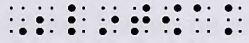
10.4 PROPER NAMES

10.4*a* **Filipino Proper Names.** Full contractions should be used in all proper names provided that proper pronunciation will not be affected. The rule of contraction preferences must be applied. Examples:

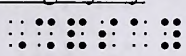
Madrigal



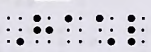
Balintawak



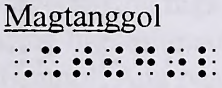
Magsaysay



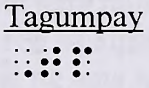
Halili



Magtanggol

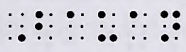


Tagumpay

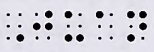


EXCEPTION: When two or more adjoined vowels create one sound, contraction that may be formed with these vowels should not be used. Examples:

Bauan



Juan



NOTE: Contractions are not used when proper names appear within foreign phrases that are set off in a different typeface.

Drill 19

Practice brailling the following:

A.

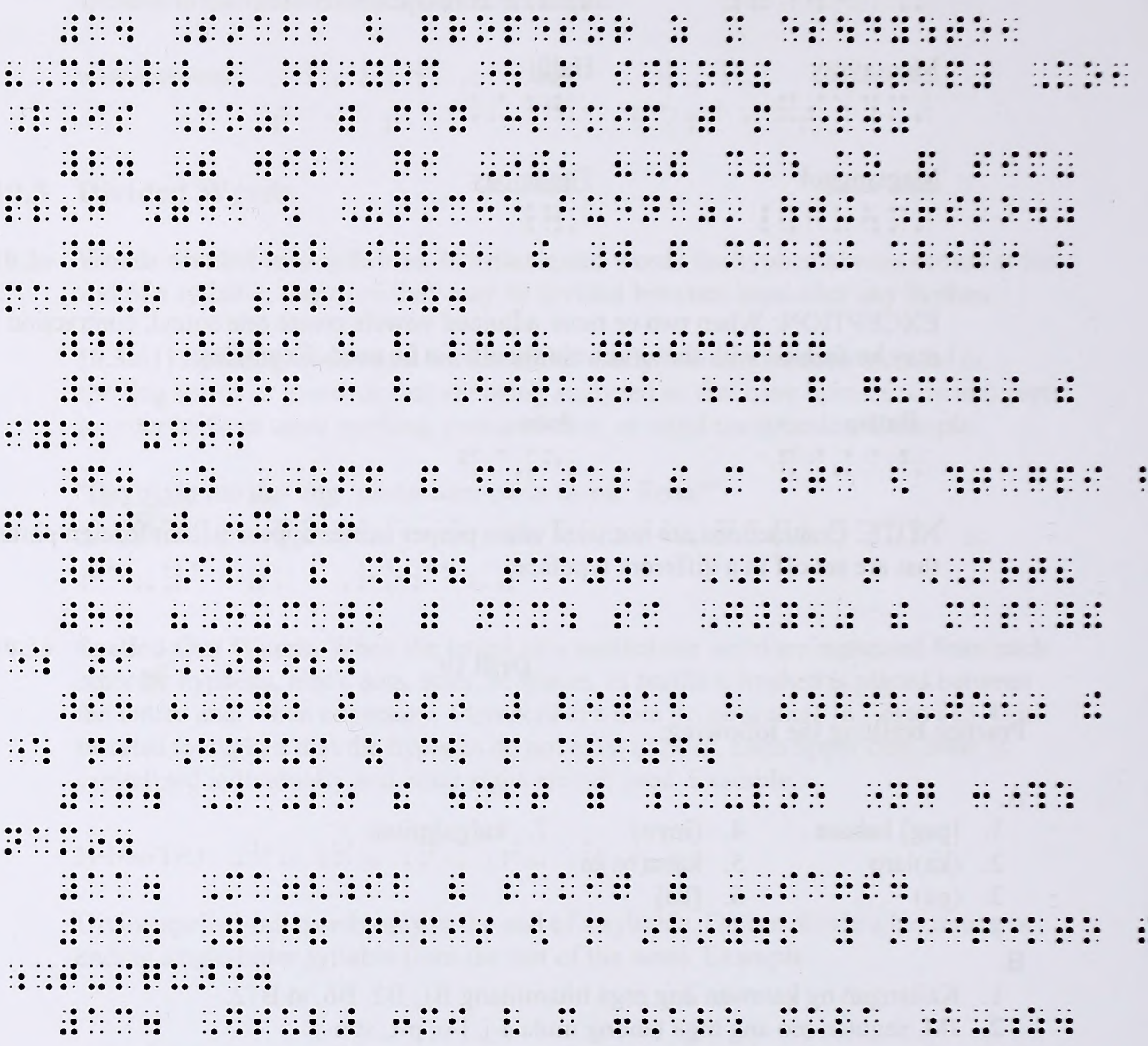
1. [pag] babasa
2. (ka)laro
3. (pa)
4. (inyo)
5. kaba(ba)ta
6. [ka]
7. ka[ga]mitan

B.

1. Kailangan ng katawan ang mga bitaminang B1, B2, B6, at B12.
2. JM, sagutan mo ang mga tanong mula a-j, l-o, p-t, at u-z.
3. "Naku, ang anghang ng pagkaing 'Kimchi'!" sigaw ni Teryo.
4. Ang bilang ng bawat pinto ng kanyang paupahan ay 1-A, 1-B, 1-C, 1-D at 1-E.
5. Kaagad binasa ni Cesar ang resulta ng kanyang X-ray.
6. "Isa ang 'Pilipino Muna' sa mga patakaran ng pamahalaang Garcia," sabi ng lola ko.
7. Isulat ang T kung tama at M kung mali.
8. Impormasyon sa Kard Katalog.

9. "T-t-t-tatay," ang takut na takot na sigaw ng bata.
10. "Awu-u-u-u!" ang galit na galit na alulong ng asong bundok.
11. "S-s-s Susan, m-m-may pag-asa ba ako?" Ang nininerbiyos na tanong ni Carlos. "A, eh, pinag-iisipan ko pa," ang nahihiyang sagot ni Susan.
12. "Aaay, hindi na naman ako umabot sa biyahe."

Reading Practice



EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 10

1. "Tinuligsa ba ni Plaridel ang mga prayle sa kanyang 'Aba Ginoong Barya'?" ang tanong ng guro sa mga bata.
2. 'Buz-z-z, Buz-z-z!' "Naku, takbo na! Hayan na ang bubuyog."
3. "Skrittss-s-s-s", biglang preno ang tsuper nang tumawid ang bata.
4. "Si Mabini, ang 'Utak ng Himagsikan' ay taga-Batangas," ang sabi ng guro sa HEKASI.
5. Si Mariz ay nakatira sa Juana 3-A.
6. Magbigay ng mga salita sa bawat letra mula a-j.
7. Ating bigkasin nang wasto ang NG sa alpabetong Filipino.
8. "Hmmp!"Ang paangil na singhal ng ama sa anak.
9. May oras ang panonood ng K.T.V. sa paaralan.
10. Mabilis ang takbo ng MRT.
11. "P-s-s-s-st!"Ang paswit ng nagalit na ama.
12. EKAWP ang isunod nating talakayin.
13. Ang mga silid na gagamitin ay 3-a, 3-b at 3-c lamang.
14. "M-m-m-m, ang bango at ang sa-r-r-rap ng pritong manok!"
15. Mahilig si JM sa mga t-shirt na V-neck.
16. Ang mga X-men ay mga kathang-isip lamang.
17. Kard Katalog
18. "Hiss! Hiss! Hiss!" Naiinis na sambit ni Valentina at ng kanyang mga ahas sa kanilang mga manunuya.
19. "Shhh! Shhh! Tumahimik kayo,may dumarating, baka tayo marinig!"

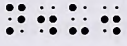
Lesson 11

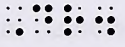
Abbreviations, Personal Initials, Initialisms and Acronyms, Slash (Oblique Stroke), Ditto Sign, Telephone Numbers, Postal Codes, Dates

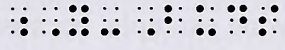
11.1 Abbreviations in General

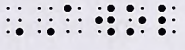
The short-form or abbreviated words studied in Lesson 8 are peculiar to braille. Standard abbreviations, however, are commonly used in print and are represented in braille according to specific rules.

Abbreviations, when brailled, should follow print capitalization, punctuation, order, and spacing except in certain circumstances. A letter sign is not used with an abbreviation unless it could be confused with a word or short-form word. Examples:

n.u. 

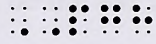
Dr. 

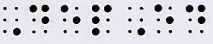
Y-Buds 

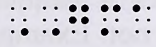
AWOL 

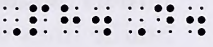
ASAP 

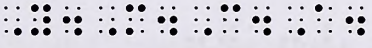
11.1*a* **Capitalization in Abbreviations.** When two or more capital letters in an abbreviation follow one another with no intervening periods the double capital sign is used. Following a period, the capital or double capital sign is repeated. In abbreviations that have both upper and lower case letters, it is suggested that each upper case letter be capitalized individually. Examples:

PGH 

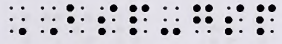
DepEd 

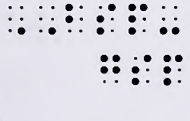
GMA 

Ph.D. 

Y.M.C.A. 

As in the case of a hyphenated compound word, the double capital sign placed before a hyphenated compound abbreviation indicates that all the letters of the abbreviation are capitals, and the capital sign is not repeated after the hyphen. Such a compound abbreviation may be divided at the end of line after the hyphen. Examples:

BSP-GSP 

BSP-GSP 

11.1*b* **Contractions in abbreviations.** As a general rule contractions are used in abbreviations that represent a single word regardless of whether or not they could have been used in the complete word. Examples:

Gng. ⠛⠝⠛⠲ Pang. ⠏⠁⠝⠛⠲

11.1*c* **Avoiding confusion between whole-word contractions or short-form words and abbreviations.** Place a letter sign before an abbreviation not followed by a period that could be confused with a whole-word contraction or a short-form word. Examples:

p 1850 ⠰⠏ ⠼⠁⠓⠑⠚

p. 1850 ⠰⠏⠲ ⠼⠁⠓⠑⠚

11.2 Personal Initials

Personal initials are capitalized, punctuated, and spaced as they appear in print. Like abbreviations in general, they should not be divided between braille lines if they appear in print unspaced. In the following example, because there is no space between the *C.* and the *C.*, *C.C.Aquino* could only be divided after the C.C. A division could be made at any space in Gng. G. M. Arroyo. Examples:

C.C. Aquino
⠠⠉⠲⠠⠉⠲ ⠠⠁⠟⠥⠊⠝⠕

Gng. G. M. Arroyo
⠛⠝⠛⠲ ⠠⠛⠲ ⠠⠍⠲ ⠠⠁⠗⠗⠕⠽⠕

Initials that are used for an entire name, as in F.V.R., should not be divided between braille lines whether they are spaced in print or not. Examples:

F.V.R. ⠠⠋⠲⠠⠧⠲⠠⠗⠲

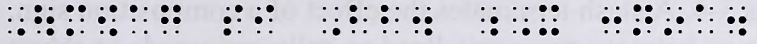
C. P. G. ⠠⠉⠲ ⠠⠏⠲ ⠠⠛⠲

Place a letter sign before an initial that is not followed by a period so that it will not be read as a whole-word contraction. Example:

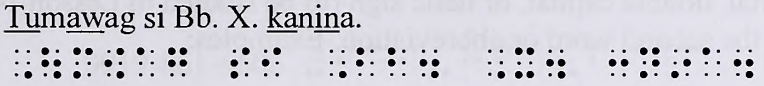
Raul S Roco ⠠⠗⠁⠥⠇ ⠰⠎ ⠠⠗⠕⠉⠕

Initials followed by a period do not need a letter sign. However, if the period is missing, a letter sign is needed to avoid confusion with a word or short form word.

Tumawag si Bb. X kanina.

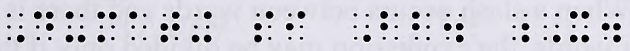


Tumawag si Bb. X. kanina.



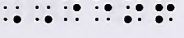
In the following sentences, it is not clear whether the period denotes an initial or just the end of the sentence and the letter is be read as whole word. Then a letter sign should be used to clarify the situation.

Dumating si Bb. X.



11.3 Initialisms and Acronyms

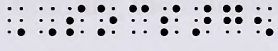
Initialisms are abbreviations that consist of the first letters of several words and are *pronounced as letters*. In Braille, contractions are not used in initialisms. Examples:

DENR [Department of Environment and Natural Resources] 

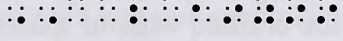
An acronym is an abbreviation that uses the first letter or letters of each of the successive parts of a compound term and is pronounced as a word. Contractions are used in acronyms if all the letters of the contraction fall within a syllable of the acronym—and for clarity, it is suggested that all of the letters that comprise the contraction should come from the same word. If the meaning of an acronym cannot be determined, do not use contractions. Examples:

PAGASA (Philippine Atmospheric Geophysical Astronomical Service Administration)

SOCSARGEN (South Cotabato-Saranggani-Gen. Santos)

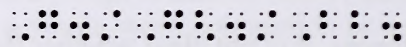


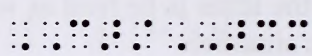
CALABARZON (Cavite, Laguna, Batangas, Rizal, Quezon)



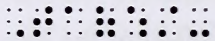
11.4 Slash (Oblique Stroke)

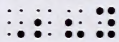
The diagonal slash, is often referred to in braille as the oblique stroke. When such a mark is used between print abbreviations, words, or numbers, this sign is represented in braille by dots 3-4. A slash terminates the effect of a composition sign, therefore, when a slash occurs between two capitalized or italicized words or abbreviations, the appropriate capital, double capital, or italic sign (to be studied in Lesson 14.1) is repeated before the second word or abbreviation. Examples:

G./Gng./Bb. 

CAR/ARMM 

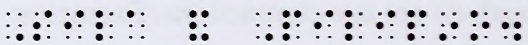
11.4*a* **Dividing between lines.** When a slash occurs between words and there is not room on the braille line for both words, the expression may be divided only if there is room on the first line for the first word, the slash, and a hyphen. Example:

Tahanan/- 

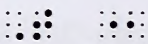
Bahay 

11.5 Ditto Sign

The print ditto sign is represented in braille by the dots 5, 2 (⠈⠐)—a two-cell symbol. Always leave a space before and after a braille ditto sign. When multiple ditto signs are shown in print, only one ditto sign is used in braille. List this sign on the special symbols page (to be studied Lesson 12). Examples:

Sila ay Pilipino. 

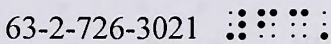
Kami " " 

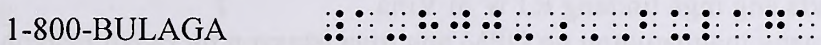
Tayo " " 

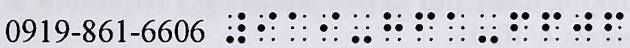
11.6 Telephone Numbers

Follow print spacing for telephone numbers consisting of all numbers. Telephone numbers composed of both letters and numbers are brailled without spaces or contractions, regardless of print.

In lists of telephone numbers for actual use, it is best not to divide telephone numbers or letter/number combinations between lines. Examples:

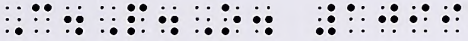
63-2-726-3021 

1-800-BULAGA 

0919-861-6606 

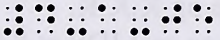
11.7 Postal Codes

Postal districts and ZIP codes are spaced in braille as they appear in print. Do not use contractions in postal codes or divide them between lines. Example:

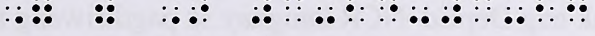
C.P.O. 1099 

11.8 Dates

When a date is indicated by the numbers of the month, day, and year (or day, month, and year) separated by a slash, hyphen, or dot, follow print as to the sequence. Use a hyphen in braille to connect the numbers. Only one number sign should precede the entire group. Do not divide between lines. Example:

4/1/05 or 4-1-05 

If inclusive dates are joined by a hyphen or a dash, the number sign must be repeated before the second date. Example:

Mahal na Araw 3/24-3/27


Drill 20

Practice brailling the following words and sentences.

1. Ang CAR at ARMM ay mga karagdagang rehiyon sa Pilipinas.
2. magulang/tagapag-alaga
3. Nagsimula ang pulong ng konseho ng ika-9:00 n.u. at natapos ng ika 3:00 n.h.
4. Natapos na ni Dr. Jose Cruz ang kanyang Ph.D.
5. laban/bawi
6. Ang bagong pinuno ng Y.W.C.A. ay galing sa U.S.A.
7. Itinaas na ng PAGASA ang babala bilang tatlo sa Hilagang Luzon.
8. PO Box 14277
9. AC/DC

10. Kung nais mong makatanggap ng libreng babasahin, sumulat lamang sa Box 1831, CPO 1099, Manila.
11. Nanguna si PJ sa karera ng bisikleta, si Al naman ang pangalawa, pangatlo si Ed at panghuli si JR.
12. Itinuturing na makabagong bayani ang mga OFW.
13. Magaganda ang mga tindang RTW ni Vina.
14. Madalas nang magpatugtog ng OPM ang mga istasyon ng radyo ngayon.
15. Isinugod sa PGH ang lalaking nabundol sa panulukan ng T.M. Kalaw at Ma. Orosa.
16. Huling Araw ng Pagpapatala 4/30/05.
17. Ang mga batang BSP/GSP ay kailangang dumalo sa pagdiriwang ng Araw ng mga Iskawt.
18. Tayo'y Umawit

    Ako ay masaya
    Ikaw " "
    Tayo " "

EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 11

1. Si Andres Bonifacio ang ama ng K.K.K.
2. Wala pang natutuklasang lunas sa AIDS at SARS.
3. Sina Bb. Ortega, Gng. De Castro at G. Belisario ang mga guro sa SPED.
4. Magiging abala na naman ang mga tauhan ng COMELEC sa darating na eleksyon.
5. Nagbigay ng tulong ang DSWD at PCSO sa mga nasalanta ng bagyo.
6. Nagtulung- tulong ang PNP, NBI, SWAT at AFP upang masukol ang mga rebelde.
7. Nag-aaral sa PNU si Nicole samantalang ang kuya niya'y sa UST.
8. Nagkaroon ng patimpalak ang DepEd–NCR kaugnay sa pagdiriwang ng Linggo ng Wika.
9. Itinatag ang IRRI noong 1960 sa U.P. Los Baños, Laguna.
10. Ang DENR ang katulong ng mamamayan sa pangangalaga ng kalikasan.
11. Ang PNU, TUP, PUP at UP ay mga pamantasang pampubliko, samantalang ang PWU, AMA, UST, UE at FEU ay mga pribadong pamantasan.
12. Kung may NASA ang Amerika, may MIR naman ang Rusya.
13. Sina Jordan ay may NBA, sina Marlo Aquino naman ay may PBA.
14. Ang KGB ay sa Rusya, CIA sa Amerika at ang CIDG ay sa Pilipinas.
15. Ang MAFIA ay samahang Italyano; ang YAKUZA ay samahang Hapones.
16. Ilan sa mga kagawaran ng pamahalaan ang DTI, DOJ at DFA.

17. Basahin ang talaan. Hanapin ang inyong silid.

Jeanette	Silid	Bilang	1
Fatima	"	"	"
Elvie	"	"	2
Adeling	"	"	3
Malou	"	"	"

18. Ang SOCSARGEN ang bagong tawag sa Rehiyon XII.

Lesson 12

Symbols for Coinage, Weight, Measure and other Special Symbols

12.1 Symbols for Coinage, Weight, Measure, and Other Special Symbols

When in print a number, letter, or word is preceded or followed by an abbreviation and/or a symbol, in braille follow the print with respect to order, spelling, capitalization, punctuation, and spacing.

Some print symbols are brailled as letter abbreviations while others have distinctive configurations.

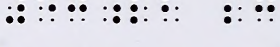
12.1*a* **Print symbols brailled as letter abbreviations.** The following print symbols are represented in braille by letters.

Print Symbol	Braille Equivalent	Meaning
# (when preceding a number)		bilang (number)
º		digri (degree)
g		gramo (gram)
k		kilogramo (kilogram)
km		kilometro (kilometer)
kwt		kilowatt (kilowatt)
# (when following a number)		libra (pound)
'		minuto (minutes)
"		segundo (seconds)
¶		talata (paragraph)
'		talampakan (feet)

Print Symbol	Braille Equivalent	Meaning
dm		decimetro (decimeter)
l		litro (liter)
m		metro (meter)
mm		milimetro (millimeter)
mi		milya (mile)
cm		sentimetro (centimeter)
p		pahina (page)
"		pulgada (inch)
yd		yarda (yard)

a. When a print symbol, which is represented in braille by a letter abbreviation, *immediately* follows a number or letter, a letter sign is inserted before the abbreviation. Examples:

x° sa bawat oras 

50lb bag 

100g ng gamot 

b. In braille, when a print symbol *immediately* precedes a number, no space is left between the letter abbreviation and the number. Example:

bus #174

c. In order to make a clear distinction between a symbol that is represented in braille by letters, and a letter that *immediately* follows it, a letter sign is placed before the letters of the symbol and before the following letter. Examples:

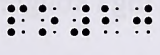
34°C.

34° C. 

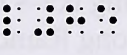
12.1*b* **Print symbols that have distinctive braille equivalents.** The following print symbols have unique braille equivalents. These equivalents are used, and the print order followed, whenever the print symbols are encountered. They are:

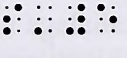
Print Symbol	Braille Equivalent	Meaning
$		dolyar (dollar)
£		pound (sterling)
P		piso (peso)
§		seksyon (section)
¥		yen
¢		sentimo (centavo)
%		bahagdan (percent)
√		tsek (check)

Examples:

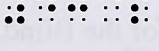
P20 

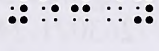
$47 

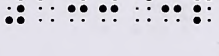
£85 

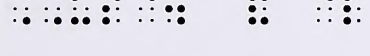
§5 

12.1*c* **Print symbol indicator.** The *print symbol indicator* (dot 4) is inserted before the braille equivalent of the symbol when it follows a number, word or abbreviation, or when it stands alone. Examples:

40¢ 

50¥ 

100% 

US$ and £ 

12.1*d* **Dividing between lines.** Do not separate a symbol from the word, letter, or number to which it pertains. Numbers, symbols, and/or abbreviations that constitute a unit, such as 6'2" or 27°35'S, should not be divided between lines.

Drill 21

Practice brailling the following sentences.

1. Ang tel. #6321361 ay numero ng DepEd.
2. Ang Pilipinas ay nasa pagitan ng 4°23" at 21°25" hilagang latitud.
3. Ang temperatura sa Baguio ay 9°C.
4. Siya ay may taas na 6'5".
5. Ang minanang utang ay umabot sa $27.0 bilyon.
6. Ang Pilipinas ay may paglago sa populasyon na mahigit sa 2% mula noong 1980.
7. Ang lagnat ng bata ay umabot sa 39°C.
8. Ang Taiwan ay may 240 km lamang ang layo sa Pilipinas.
9. Ang aming lupa ay may kabuuang sukat na 240 sq. m.
10. Ang larawan ay matatagpuan sa p.125 ng aklat.

EXERCISE

Prepare the following exercise for submission.

LESSON 12

1. Ang kalakalan panlabas noong 1991 ay umabot sa $20.89 bilyon na may taas na 2.45% ng sinundang taon.
2. Noong ika-4 ng Mayo 1994 ay inaprubahan ng mga kongresista, senador, at ni Pangulong Ramos ang Republic Act #7716.
3. Ang suweldong P6,000.00 ay makakabili lamang ng produkto at serbisyong nagkakahalaga ng P3,166.22.
4. Si Ana ay may taas na 5'4".
5. Ang batang may bigat na 20 kg ay nakatakbo ng 50'.
6. Ang Baguio ay may lamig na 10°C sa gabi at 15-19°C kapag araw.
7. Ang Asya ay nasa humigit 10°1'13" Timog-Silangan hanggang 95°2' Hilagang latitud.
8. Noong Nobyembre 2003, ang palitan ng $ ay bumagsak sa P55.75.
9. Ang presyo ng JAWS sa ibang bansa ay $850.
10. Ang tel. #7263021-24 ay numero ng Resources for the Blind, Inc.

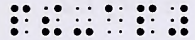
Lesson 13

Ordinal Numbers, Roman Numerals, Fractions, Decimals, Mathematical Signs of Operation, Superscripts and Subscript, Clock Time, and Electronic Addresses

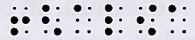
13.1 Ordinal Numbers.

In writing ordinal numbers, the contracted form for the ordinal prefix (ika) followed by a hyphen and a number may be used. The ordinal prefix (pang) or (pan) may also be contracted, however, preference should be given to the contraction which indicates correct syllabication like *pa – nga – la – wa* and *pa – ngat – lo*. Examples.

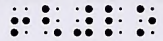
ika- 2 

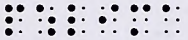
pang-apat 

ika-9 

pangalawa 

pang-anim 

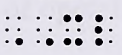
pangatlo 

panlima 

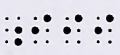
13.2 Roman Numerals

13.2*a* **In general.** Use the braille letters, just as in print, when transcribing roman numerals. If roman numerals are printed in capital letters, in braille those consisting of a single letter are preceded by a single capital sign, and those consisting of more than one letter are preceded by the double capital sign. If roman numerals are printed in lowercase letters, a single letter sign is placed before the corresponding braille letter or letters. Examples:

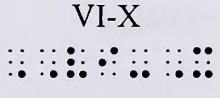
V 

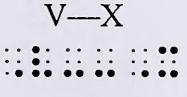
XL 

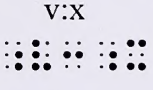
iv 

iii 

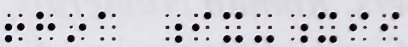
13.2*b* **With hyphen, dash, or colon.** When roman numerals are separated by a hyphen, dash, or colon, the appropriate capital sign, double capital sign, or letter sign is repeated after the punctuation. For readability, these units should not be divided between braille lines. Examples:

VI-X 

V—X 

v:x 

13.2*c* **In reference numbers.** Follow print when roman numerals are used in references to outlines, page numbers, or full citations. Examples:

pahina ix - xii 

tingnan ang §VII 

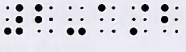
13.3 Fractions

The fraction line is represented in braille by dots 3-4. This symbol is used to separate the numerator and the denominator. The number sign is not repeated following the fraction line. Do not divide a fraction between braille lines. Examples:

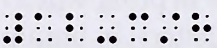
½ [*or*] 1/2 

6/8 [*or*] $\frac{6}{9}$ 

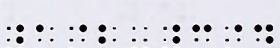
13.3*a* **Mixed Numbers.** In braille a whole number is joined to a fraction by a hyphen. The number sign is not repeated before the fraction. A mixed number cannot be divided between braille lines. Example:

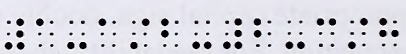
2 1/2 

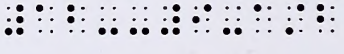
When a whole number is shown separated from a fraction by a space (as in stock quotations), it is brailled in the same way as a mixed number with a hyphen substituted for the space. Do not divide this unit between braille lines. Example:

12 3/8 

13.3*b* **With hyphens and dashes.** When a fraction or a mixed number is connected to another fraction, mixed number, or whole number, either by a hyphen or a short or long dash, a second number sign is required. No space is left in braille before or after the hyphen or dash. Division between braille lines may be made following *the print* hyphen or dash only. Examples:

1/2 - 3/4 

1 1/2 - 2 3/8 

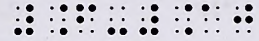
12—9½ 

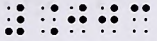
13.4 Decimals

In braille the decimal point is represented by dots 4-6, not the period. The number sign is always placed before the decimal point. Like fractions, when a decimal fraction is joined to another number by a hyphen or a dash, a second number sign is required. Examples:

.8 

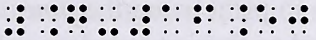
.54 

.6-.10 

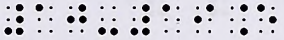
.003 

13.4*a* **Mixed numbers.** When a number consists of a whole number and a decimal fraction, only one number sign is used, and it is placed before the whole number. When numbers with decimals are joined to other numbers, the number sign is repeated following the hyphen or dash. A number containing a decimal point can never be divided between lines. Examples:

90.7 

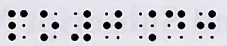
.7-16.50 

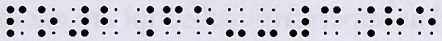
6—8.25 

10-19.5 

13.4*b* **Coinage.** The decimal point and the Peso sign are used in braille when print shows them to represent Filipino decimal coinage. Examples:

P 3.40 

P 0.40 

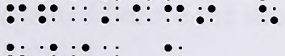
P 2.65 – P3.85 

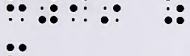
13.5 Mathematical Signs of Operation

In general literature, the literary braille code uses words to express common mathematical signs of operation.

plus (+)  *or* 

minus (-) 

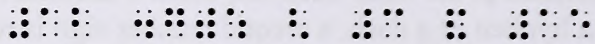
times (x) 

divided by (÷) 

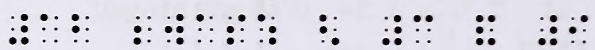
equals (=) 

Examples:

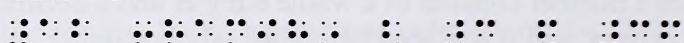
12+3 = 15



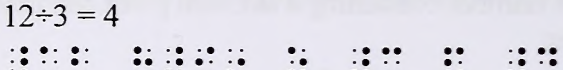
12-3 = 9



12x3 = 36

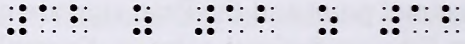


12÷3 = 4



When dimensions are given in print using the *times sign* between measurements, in Braille the word *by* (accepted as foreign word) is substituted for the times sign. Examples:

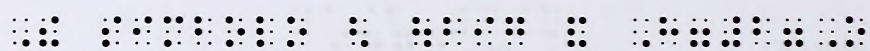
2x2 

12x12x12 

13.6 Superscript and Subscript Numbers and Letters

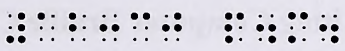
Numbers and letters used as superscript/subscript are enclosed in parenthesis using normal spacing. The parentheses are brailled before or after the word in accordance with their placement and spacing in print. Do not confuse subscripts with footnotes (footnotes will be studied in Lesson 15). Example:

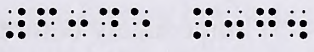
Ang simbolo ng tubig ay H_2O.

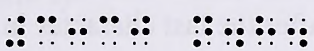


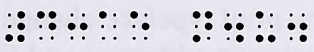
13.7 Clock Time

13.7*a* **Definite points of time.** When a definite point of time is expressed in figures, regardless of how it is shown in print, a colon is always used in braille to separate the hours, minutes, and seconds. Only one number sign is required. These numerical units cannot be divided between braille lines. Examples:

12:30 p.m. 

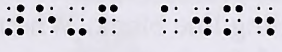
6:45 n.g. (ng gabi) 

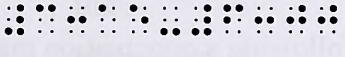
3:30 n.h. (ng hapon) 

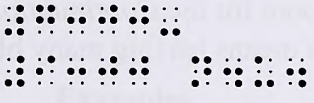
4:15 n.u. (ng umaga) 

13.7*b* **Intervals of Time.** When intervals of time are expressed by whole numbers, such as *6-7 n.g.,* only one number sign is needed (unless they are divided between braille lines) – the same way as any other hyphenated numerical expression. However, when two units of time are joined and the first unit consists of hours and minutes, a number sign is required before the second unit. In other words, whenever hours follow minutes, repeat the number sign.

In print, intervals of time are joined either by dash or by a hyphen. In braille, always use a hyphen. Regardless of print spacing, no space should be left before or after the braille hyphen. Division between braille lines can be made only following a print hyphen. Examples:

5-6 a.m. 

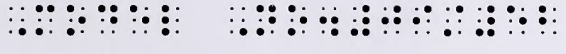
3:15-6:00 

7:00-9:00 n.u. 

13.8 Slash Between Numbers

When the slash (oblique stroke) acts as a division line between numbers other than fractions, the number sign is repeated before the second number. Do not divide these units between braille lines. Examples:

Model #09/52



13. 9 Electronic Addresses and File Names.

All e-mail, website and other Internet addresses, file names, and the like should be braille according to the rules of the *Computer Braille Code.* No contractions are used. Numbers are brailled in the lower part of the cell and no number sign is used. (See Example 3)

13.9*a* **Entering and Exiting Computer Braille Code.** Use the *Begin Computer Braille Code indicator* ⠸⠸⠶ (dots 4-5-6, 3-4-6) or, if appropriate, the *Caps Lock indicator* ⠸⠸⠒ (dots 4-5-6, 3-4-5) immediately before the first braille character in each electronic address or file name. Use the *End Computer Braille Code indicator* ⠸⠸⠖ (dots 4-5-6, 1-5-6) after the last character in each electronic addresses and file name.

13.9*b* **Typeface.** Ignore any print typeface change or other means of emphasis except capitalization for electronic addresses and file names.

13.9*c* **Capitalization.** To show capitalization, precede a single upper case letter with the *Shift indicator* ⠸ (dots 4-5-6). When two or more consecutive letters appear in upper case, use the *Caps Lock indicator*. Uppercase is terminated either by the *Caps Release indicator* ⠸⠸⠲ (dots 4-5-6, 1-2-6), by the *End Computer Braille Code indicator,* or by a blank cell. When the *Caps Lock indicator* begins an electronic address or file name, do not use the *Begin Computer Braille Code indicator*. (See Example 4)

13.9*d* **Dividing embedded or displayed electronic addresses and file names between lines.** The entire electronic address or file name, including any opening and closing indicators should be brailled on one line when possible, even if this means leaving a large part of the preceding line blank. When an electronic address is too long for one braille line, procede as follows: (See Example 4)

13.9*d*(1) Divide following a punctuation mark or symbol such as a backslash or tilde, allowing room for the *Continuation indicator* ⠸⠸⠸⠶ (dots 4-5-6, 1-2-3-4-6), even if this means leaving many blank cells at the end of a line.

13.9*d*(2) At the end of each line to be continued insert the *Continuation indicator* immediately after the last braille character. All available cells on the braille line need not be filled.

13.9*d*(3) If, in print, a hyphen is used to show that the line is continued, do not braille this hyphen.

Do not divide an electronic address or file name at:

1. Before or after an empty braille cell which represents a significant space.
2. Between the two cells of an indicator or other two-cell symbol.
3. Following the *Begin Computer Braille Code indicator*, the *Shift indicator*, or the *Caps Lock indicator.*
4. Before the *Caps Release indicator* or the *End Computer Braille Code indicator.*

13.9*e* **Literary Punctuation.** For punctuation which is adjacent to, but is not part of, the electronic address or file name, use literary braille punctuation marks. Place such marks outside the *Computer Braille Code indicators* which begin and end the electronic address. (See example 1)

13.9*f* **List of Miscellaneous Symbols.**

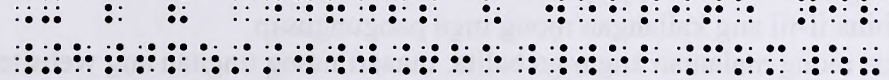
List these signs on the "Espesyal na Simbolo na Ginamit sa Aklat at ito" or Special symbols page.

Print	Braille	Dots	Meaning
'		3	apostrophe
@		4	at sign
\		1-2-5-6	backslash
:		1-5-6	colon
-		3-6	minus sign; hyphen
.		4-6	dot; decimal; period
/		3-4	slash
~		4-5-6, 4-5	tilde
_		4-5-6, 4-5-6	underscore

Examples

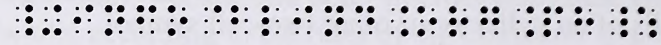
Example 1:

Ito ba ang address ng website nila http://www.the_web.com?



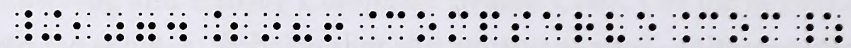
Example 2:

info@blind.org.ph



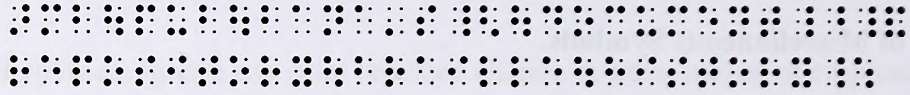
Example 3:

1074.2986@compserve.com



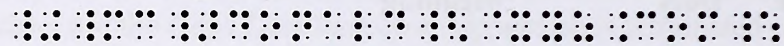
Example 4:

MB\PUB\BANA'S\document~repository\braille\history



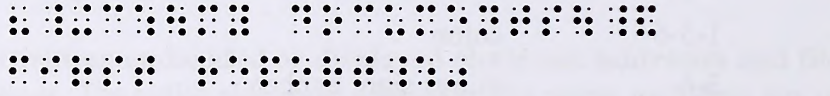
Example 5:

McDONALD@xyz.com



Example 6:

"c:\my documents\first report"



Drill 22

Practice brailling the following sentences.

1. Ang kanyang kaarawan ay gagawin sa ika-14 ng Disyembre sa ganap na ika-8:00 n.g.
2. Nakamit niya ang pangalawang karangalan sa iskor na 93.5
3. Ako ay bumili ng 2 ½ yd ng telang puti, 1 ¼ yd na papantalunin.
4. Si Pope John XXIII ay nakarating na sa ating bansa.
5. Sa Sabado, 2-4 n.h. gagawin ang ika-4 na paligsahan sa pag-awit.
6. Ang Artikulo III-VI ng Konstitusyon ay binago.
7. Sa Biyernes, 2-4 n.h. ay magkakaroon ng konsultasyon para sa mga batang may bigat na 21.5-30.5 k.
8. Ang batang nasa ika-3 hanay ay may taas na 1.67m.
9. Nasa pahina ii-iii ang kailangan mong mga pangungusap.
10. Kung nais mong malaman ang mga balita, maaari mong tingnan ang website ng Kapuso o GMA-7 na www.gmanews.tv.

EXERCISES

Prepare the following exercise for submission to your instructor.

LESSON 13

1. Ang pangkat kawayan ay magtatanghal sa Bulwagang Francisco Balagtas sa ika-14 ng Setyembre, 2003 sa ganap na ika-7:00 ng gabi.
2. Ang *website* ng Kapamilya o Channel 2 ay www.abs-cbn.com
3. Ipinabasa ng guro ang 1987 Konstitusyon ng Pilipinas, Artikulo V, §1-14: pahina 9-10.
4. Ang mananahi ay bumili ng tela na may sukat na 83 ½ m at ibinenta ang 50 ¾ m sa halagang P237.50.
5. Sa Caliraya, ang agahan ay 7:00-7:45 n.u., ang tanghalian ay 12:00-12:45 ng tanghali at ang hapunan ay sa ganap na 6:00-6:45 n.g.
6. Umabot sa 1.2 milyong turista ang dumalaw sa Pilipinas noong 1993.
7. Noong 1970, ang palit ng ating piso sa dolyar ay P4.00 lamang, ngunit noong 1998, ang palitan ng piso ay humigit kumulang sa P40.50.
8. Ang sukat ng kanyang kwarto ay 10' x 10' at ang buong bahay ay may sukat na 30' x 50'.
9. Katatapos lamang ng pangalawang pagpupulong para sa nalalapit na "Pista".
10. Isang tasang panukat na gawa sa plastic o baso na may sukat na 1, ¾, 2/3, ½, 1/3, ¼, at 1/8 ang kanyang binitbit papasok sa klase.
11. Isinasaad sa Artikulo II, §6 ng kasalukuyang Konstitusyon na "Hindi dapat labagin ang pagkakahiwalay ng simbahan at estado."
12. Sumali! Lumahok!
13. Paksa: Pulong ng mga kasapi sa YMCA Antas I-IV
14. Saan: Silid # 303
15. Kailan: Enero 6, 2004
16. Oras: 3:00-4:00 n.h.
17. Ang tatlong pangunahing luwas ng Pilipinas ay elektroniks - 60.41, makinarya - 14.13 at kasuotan - 6.47.

Lesson 14

Italic Sign, Ellipsis, Print Signs of Omission, Termination Signs, Stress, Foreign Words

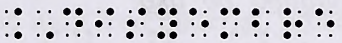
14. 1 The Italic Sign

In addition to the three composition signs already studied (the capital sign, the number sign, and the letter sign), another composition sign, the *italic sign*, also known as the *emphasis indicator,* plays an important role in braille reading. In print, when special typefaces such as italics, boldface, small capital letters, or underlining are used to emphasize or to make distinct a word or passage, these changes must be so indicated in braille. In literary braille, nearly all special typefaces are indicated by the same composition sign, the *italic sign* (dots 4-6).

Foreign words, titles and proper nouns such as names of ships, subject headings at the beginning of the paragraphs, silent thought, and quoted material that is printed in a special typeface all must be distinguished in braille using the italic sign. Sometimes, however, print typeface changes are used merely to make the production more visually appealing, such as when titles are printed in huge letters or script, in which care they are ignored in braille.

14.1*a* **Single italic sign**. To indicate that only one word, hyphenated compound word or expression, abbreviation, or number is in a special typeface, a single italic sign is placed before it. The effect of the italic sign continues until the reader encounters a blank cell or a slash. For that reason the italic sign is not repeated after the hyphen in a compound word, after an apostrophe, or after the first period in an unspaced abbreviation, but is repeated after a space or a slash. Note that the italic sign is placed *before* the capital sign. Examples:

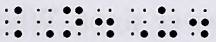
Disyembre



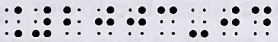
Kapit-tuko



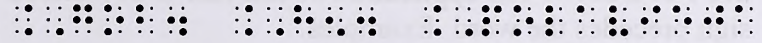
N.U.



2003-04



Gob. Hen. Polavieja



14.1*a*(1) In divided words. The italic sign is not repeated at the beginning of new line in a divided word or number. Examples:

kagalang- ⠨⠶⠛⠁⠛⠁⠝⠛⠤ *4,000 -* ⠨⠶⠲⠚⠚⠚⠤

galang ⠨⠶⠛⠁⠛⠁⠝⠛ *000* ⠨⠶⠚⠚⠚

14.1*a*(2) With punctuation. The italic sign is placed after opening punctuation such as a quotation mark, bracket, parenthesis, or dash. Examples:

"Aray!" ⠨⠶⠦⠁⠗⠁⠽⠖⠴ *--Sunog!* ⠨⠶⠤⠤⠎⠥⠝⠕⠛⠖

14.1*a*(3) Change in type size. A change in type size in chapter titles and the like is not considered a change in typeface and should be ignored in braille—unless the change of type size has been used as a form of emphasis. Example:

Si Tumbelina ay ubod ng liit.

⠎⠊ ⠞⠥⠍⠃⠑⠇⠊⠝⠁ ⠁⠽ ⠥⠃⠕⠙ ⠝⠛ ⠇⠊⠊⠞

14.1*b* Double italic sign. When no more than three consecutive words are printed in a typeface different from the surrounding text, the single italic sign is placed before each word. When more than three consecutive words are in a special typeface, the first word is preceded by the double, or opening, italic sign (dots 4-6, 4-6) and the last word is preceded by the single, or closing, italic sign. Punctuation and composition signs do not terminate the effect of the double italic sign. Examples:

Para po Mama! ⠨⠶⠨⠶⠏⠁⠗⠁ ⠏⠕ ⠍⠁⠍⠁⠖

Para po Mama bababa po ako!

⠨⠶⠏⠁⠗⠁ ⠏⠕ ⠍⠁⠍⠁ ⠃⠁⠃⠁⠃⠁ ⠏⠕ ⠁⠅⠕⠖

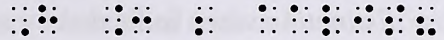
14.1*c* Italics with lower sign.

14.1*c*(1) Italics with part-word lower signs. When the first syllable of a word contains the letters that comprise a part-word lower sign and that word is divided between braille lines, the lower sign cannot be used for the first syllable as this would result in two consecutive lower signs (the contraction and the hyphen), neither of which is in contact with a character containing a dot 1 or a dot 4. The application of this rule is not altered when the italic sign precedes the word. Examples:

ba- ⠨⠶⠃⠁⠤ not *ba-* ⠨⠶⠃⠁⠤

hala ⠨⠶⠓⠁⠇⠁ *hala* ⠨⠶⠓⠁⠇⠁

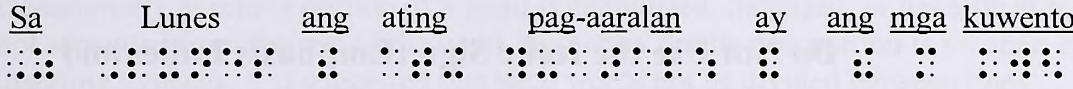
14. 1*c*(2) Italics with whole-word lower signs. The capital sign and/or the italic sign may precede whole-word lower signs. Remember, however, that these whole-word contractions may not be used in contact with any punctuation. This rule is not altered when the italic sign precedes them. Examples:

Hindi *ka* ba aalis? 

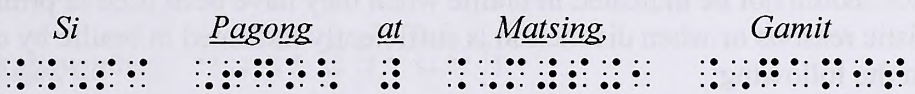
Sino *ka?* 

14.1*d* Series of titles in italics. When a series of proper nouns, such as titles of books, movies, songs, etc., is italicized in print, each title is italicized individually in Braille. Example:

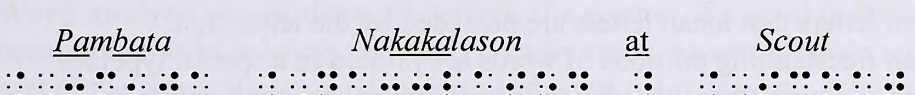
Sa Lunes ang ating pag-aaralan ay ang mga kuwentong



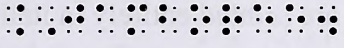
Si Pagong at Matsing, Gamit



Pambata Nakakalason at Scout



Jamboree.



14.1*e* Italicized passages of more than one paragraph. When an italicized passage consists of more than one paragraph, the double italic sign is placed at the beginning of each new paragraph regardless of its length or content. The single italic sign, indicating the end of the italicized material, precedes the *last word* of the *last paragraph*.

14.1*f* Summary: Use of the Italic

The italic sign is used in braille *only* when words are printed in a different typeface to indicate *emphasis* or *distinction*. The rules governing the use of the italic sign may be summarized as follows.

Use the Italic Sign (Emphasis Indicator)

1. To indicate *emphasis*. Use the italic sign when print emphasizes a word or phrase by placing it in a different typeface.

2. To show *distinction* when indicated by a special typeface in print for:
   - Foreign words or phrases.
   - Proper nouns such as names of ships, books, pictures, etc.
   - Subject headings at the beginning of paragraphs.
   - Silent thought as distinguished from conversation.
- Passages not enclosed in quotation marks that are printed in a type different from that of adjacent text--even when separated from the text by blank lines and/or change of margins.

Do Not Use the Italic Sign (Emphasis Indicator)

Italics should not be indicated in braille when they have been used in print strictly for stylistic reasons or when distinction is sufficiently indicated in braille by other means, as in the following:

1. When letters that mean letters are preceded by the letter sign.
2. When freestanding portions of words are printed in a special typeface.
3. When pronunciations are shown in both parentheses and italics.
4. Where a vertical list of words or terms, which is always brailled with a blank line before and after it, is printed in italics or boldface.
5. Where chapter titles or other centered headings are printed entirely in italics or boldface.
6. Where letters, words, or passages are shown in both quotation marks and italics, except where italics are required for emphasis or distinction.

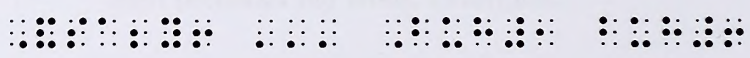
14.2 Ellipsis

In print, the ellipsis is usually shown as three dots or asterisks used to indicate the omission of a word or words or as a pause between words. In braille, it is represented by dots 3, 3, 3. This symbol should be spaced and punctuated as a word. Examples:

Buhat! … Buhat! …



Sabay-sabay! … Buhat, buhat!



14.3 Print Signs of Omission.

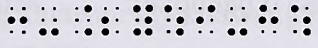
When print uses a long line to indicate a missing word or missing letters within a word, in braille the double dash is used. If hyphens are used in print to indicate missing letters in a word, an equal number of hyphens are brailled (See in Lesson 2.5*c*). When missing letters are indicated by dots, Braille an equal number of unspaced Braille dots (dot 3). Examples:

Rebecca A.....



14.4 Portions of Words in a Different Typeface

Occasionally in print a portion of a word is capitalized, italicized, or underlined but not separated from the rest of the word. In literary braille that portion is set apart by inserting hyphens. It is suggested that such words not be divided between lines. Example:

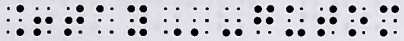
ka*bayani*han 

14.4*a* **Word analysis versus dramatic effect.** If a portion of a word is distinguished because the word is being analyzed or under study, no contractions are used in any part of the word. However, if emphasized word is for dramatic effect only, contraction is used. In the example below, the word "ka*bayani*han" is under study, thus, it is not contracted.

ka*bayani*han

14.5 Termination Sign

When in print all of the letters of a word are not in the same typeface, hyphens are inserted in braille to set off the different portion. However, if the print word already contains a hyphen, the braille reader needs a different indicator to show where the italicized portion ends. The composition sign that accomplishes this is called the *termination sign* (dots 6,3). When the termination sign is inserted before the hyphen, it tells the reader two things: that the change in print typeface has ended and that the hyphen is present in print. Example:

patay-gutom 

14.5*a* When the italicized or capitalized portion of word occurs at the end of a word, and that word being emphasized has a print hyphen/hyphenated word, the termination sign is not required. The space already terminates the effect of the italic or double capital sign. Examples:

bahag-*hari* pagka-TAO



14.6Stress Signs.

The following signs listed below should be used in stressed words and should be placed before the affected syllables. All words with stress signs should be written in uncontracted forms.

⠒	(dots 3-4)	^	(mabilis):	fast pronunciation
⠈	(dots 1-6)	`	(malumi):	penultimate glottal
⠌	(dots 2-3-5)	´	(maragsa o pakupya):	acute glottal

Examples:

pulís (police) ⠏⠥⠇⠊⠎

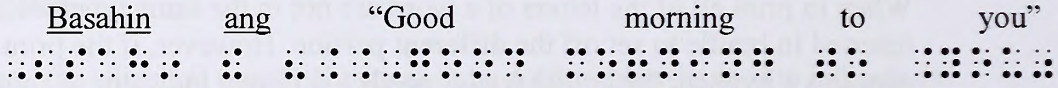
sukà (vinegar) ⠎⠥⠅⠁⠈

dagâ (rat) ⠙⠁⠛⠢

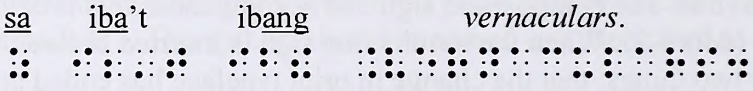
14.7 Foreign Words.

All foreign words, other than proper nouns should be written uncontracted and with italic sign. Vernaculars are considered foreign words. Examples:

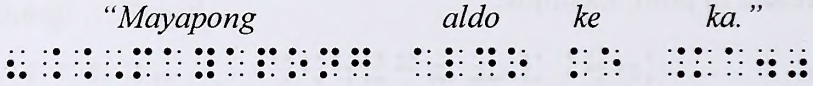
Basahin ang "Good morning to you"



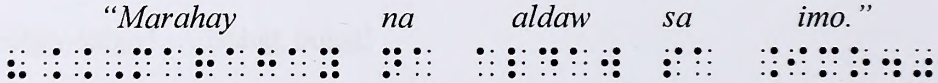
sa iba't ibang *vernaculars.*



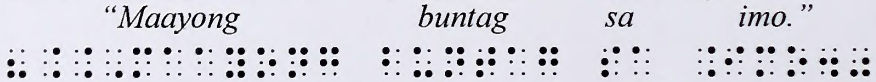
"Mayapong aldo ke ka."



"Marahay na aldaw sa imo."



"Maayong buntag sa imo."



Foreign Proper Nouns. Proper nouns such as Title of Books, Chapters, Articles, Songs, Books and Name of Companies, Ships, etc., should be transcribed in Braille with italic signs and only the five barrowed contractions should be used.

Drill 23

Practice brailling the following sentences.

1. Noong 1995, nakapagtala ang *Office of the Coordinator for Counter Terrorism of the U.S. State Department* ng 321 na kasong terorismo.
2. Hindi dapat suspendihin ang pribilehiyo ng *writ of habeas corpus*, maliban kung may pananalakay o paghihimagsik.
3. Tungkulin Mo… Gampanan Mo….
4. Paulit-ulit niyang sinasabing sana … ganito ang bayan ko.
5. Filipino V p. 151
6. Itaas lamang ang kanang kamay ng nais bumoto kay ….
7. Ang pagma*mahal*an ay sandata ng mag-anak.
8. *Magsim*bilog ang katawan ng dalawang babaeng iyon.
9. Ang aso ay takot sa asó.
10. Ang bibliography ay nasa hulihan ng libro.

EXERCISES

Prepare the following exercise for submission.

LESSON 14

1. Nagpatayo ng Bagong Lipunang Kondominyom, pabahay ng BLISS *Bagong Lipunan Improvement of Sites and Services*, at PAG-IBIG *Pagtulungan sa Kinabukasan – Ikaw, Bangko, Industriya at Gobyerno*.
2. Aso … isang tapat na kaibigan.
3. Tayu-tayo, sama-sama … abot-kamay ang biyayà.
4. May kaalaman sa kompyuter: *Microsoft Word, Power Point, Excel*.
5. *Spaghetti* ang kanyang handâ sa kanyang panglabing walong kaarawan.
6. Sa Singapore kami magbabakasyon sa Disyembre.
7. Encar M…..
8. Ang guro namin ay *kasim*bait ng guro ninyo.
9. Ang tubo ng gripo ay tumatagas.
10. Malaki ang tubò niya sa paninda.
11. Kung talagang tubô matamis hanggang dulo.
12. Si Margarette ay magmamadre.
13. *Magkasin*taas ang kuya mo at kuya ko.
14. Naligalig si May nang iabot niya ang portfolio kay Inay.

15. Bumuo ng talata batay sa balita o lathalain na ginagawa ng detalye na nasa bahaging *Paunlarin at Pagyamanin.*
16. *Mangungulimbat,* yan ang tawag sa ibong uwak.
17. *Alice in Wonderland* ang paborito niyang nobela.
18. *Ako'y nagpapaalam sa iyo upang mangibang bayan. Hahanapin ko roon ang magandang kapalarang ipinagkait sa akin dito sa tinubuang lupa.*
19. Siya ang lumikha ng tulá.
20. Ang sukà sa bote ay natabig ng dagá.
21. Si Lola ay umupó sa paborito niyang silya.
22. Lumusong si Inday sa tubig bahá.
23. Nabasá ang aklat sa anggî ng ulan.
24. Humingi ng punlá ng petsay si Ningning sa kapitbahay.
25. Dumungaw si Nene sa bintanà.
26. Ang sinungaling na dilà,
27. Ay sadyang mandarayà.
28. Bukas … marahil, kung pagpipilitan ko bukas …
29. Totoo ka! Kung ako'y naroon, gusto ko ngang sumali sa iba't ibang gawain tulad ng SARANGGOLAHAN sa *Jungle Survival, Emergency Preparedness,* sa *Jamboree Clean and Green Challenge,* at sa *Mountain Bike Riding.*
30. "Tibo …!" ang sigaw ni Polo. "Tumayo ka dyan …. Lumaban kang parang tunay na lalake!" ang dugtong ng kalaban. "Hindi pa ako tapos sa 'yo …!" ang hamon ni Polo.
31. Mula sa kanyang pagkabata … ang Tita Sally na ang nakilala n'yang ina. Ngayon siya ay ganap ng isang dalaga ….

Lesson 15

Reference Symbols (Asterisk), Footnotes, Source References, Credit Lines, Transcriber's Notes, Pagination

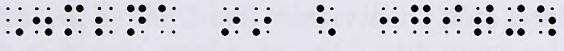
15.1 Reference Citations in General

Authors often find that they must cite sources of information to give themselves credibility and to state the sources of direct quotations, facts, and ideas other than their own. Citations can be made in several ways. The most common way is to insert a reference marker, which may be an asterisk, a dagger, a double dagger, or a superscripted number or letter in the text immediately following the material being cited. A note, preceded by the same reference marker, explaining the source of the statement is then placed at the bottom of the print page--or sometimes at the end of the chapter or even the end of the book.

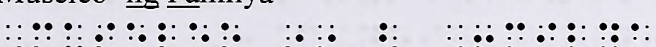
15.2 Reference Symbols – The Braille Asterisk

In literary braille, all print reference markers are represented by the braille *asterisk* (dots 3-5, 3-5). A space is left before and after a braille asterisk except when a footnote number or letter follows it in print. When an asterisk is used in braille it must be listed on a special symbols page (see Lesson 17.2*d*). Example:

Dambana* ng kagitingan

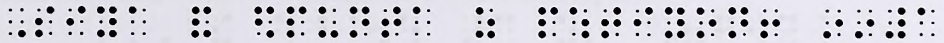


Museleo* ng Pamilya

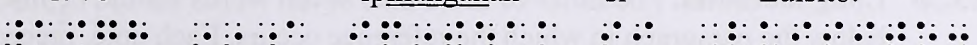


15.2*a* **Numbered or lettered reference markers.** When reference markers are superscript numbers or letters in print, these references are represented in braille by the asterisk, preceded by a space but followed unspaced by the number sign and the number or the letter sign and the letter. Examples:

Siya ay nagpunta sa pantiyon![1]



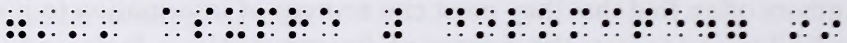
1978[a] ipinanganak si Luisito.



15.2*b* **Position of reference markers.** Just as in print, the braille reference indicator (asterisk) is inserted into the text following the word or words to which it refers. The complete braille reference indicator (the asterisk and any accompanying number or letter) is always preceded and followed by a blank cell, and must be located on the same braille line as the word, or portion thereof, to which it pertains.

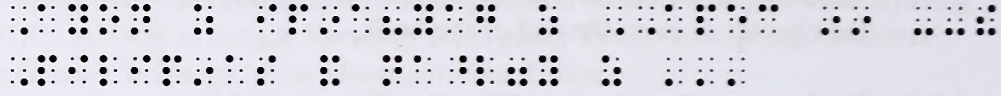
When print punctuation *follows* a reference markers, in braille the two are reversed so that the reference indicator can be preceded and followed by a blank cell. Example:

(… asupre at dolomite.*)



When, in print, a dash follows a reference marker, in braille a space is left between the two. Example:

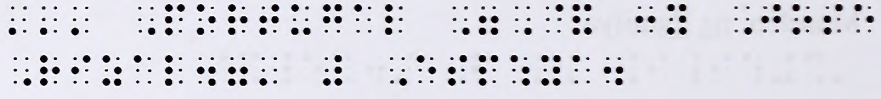
Ayon sa ipinahayag sa APEC† --ang Pilipinas ay nalalagay sa …



15.3 Footnotes

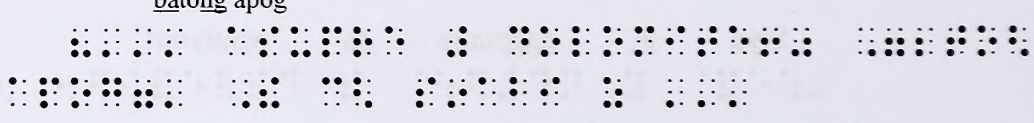
15.3*a* **Short footnotes.** Footnotes of seven words or fewer should be inserted into the braille text following the word or words to which they refer. Such footnotes are enclosed in brackets, and the reference markers are omitted. Punctuation and capitalization in footnotes follow print. Example:

… Portugal* at Espanya.
*Ayon kay Jose Rizal.



If a print reference marker that refers to a short note is located within parentheses or quotation marks, in braille the short note follows the closing punctuation. Example:

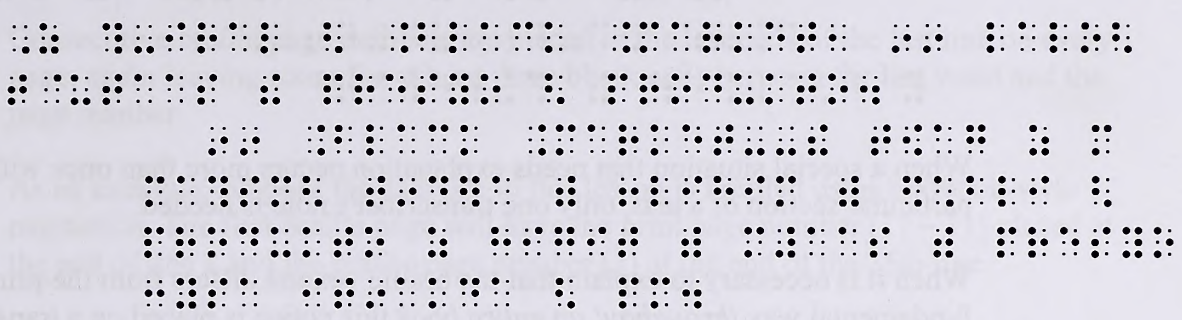
"… asupre at dolomite!*" Ang kanyang sinabi sa …
*batong apog



15.3*b* **Long footnotes.** Footnotes of more than seven words should be inserted immediately below the paragraph in which the reference occurs. Each note, preceded by its identifying braille reference indicator, is brailled in paragraph form starting in cell 7 with runover lines starting in cell 5. If a footnote contains several paragraphs, each one

is indented to cell 7. The indention of the footnote clearly distinguishes it from the text and therefore a blank line is not left either before or after the note. Example:

Sa pag-iral ng black market,* lalong tumataas ang presyo ng produkto.
*black market – ang tawag sa mga mapagsamantalang tindera na palihim na nagbibili ng produkto sa higit na mataas na presyo kaysa itinakda ng pamahalaan.



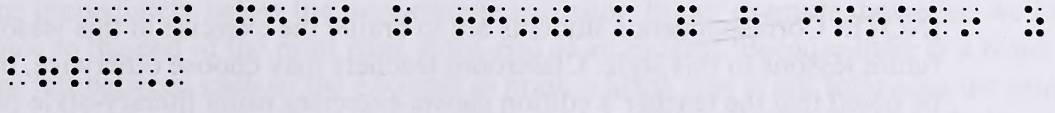
15.4 Transcriber's Note

Occasionally it is not possible to transcribe material into braille exactly as it appears in print. When this happens, a note is written by the transcriber explaining the change from print format or conveying information necessary for the clear understanding of the material. This transcriber's note (TN) may be added to a braille transcription either at the beginning of a volume or imbedded in the text.

When a situation that needs explanation occurs only once, or very seldom, the transcriber's note is imbedded at the appropriate site in the text. Each complete note, regardless of the number of paragraphs it may contain, is preceded and followed, unspaced, by the 2-cell *transcriber's note symbol* (dots 6, 3). Use paragraph format with each note starting in cell 7 with runover lines starting in cell 5. A blank line should not be left either before or after a TN unless required by other braille formats.

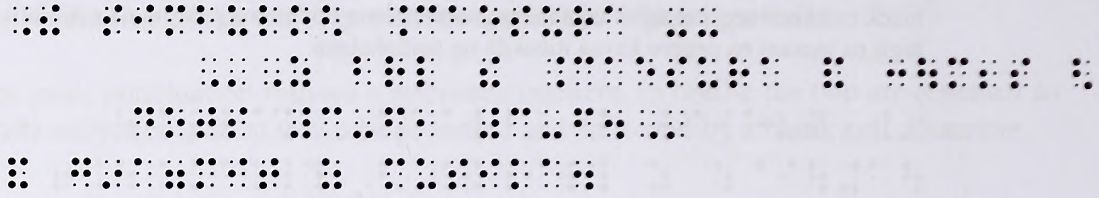
For clarity, an opening transcriber's note symbol is never placed in contact with a whole-word, lower-sign contraction. When a TN symbol and a lower-sign contraction fall consecutively, the lower-sign word must be spelled out. When a transcriber's note symbol is used in a volume, it must be listed on a special symbols page (to be studied in Lesson 17.2*d*)

For a special format that needs explanation, stop the transcription immediately *before* the occurrence and insert a transcriber's note. Example:



If a term or print sign needs identification or description, place the TN immediately *following* it. Example:

Ang simbulong *caesura* // ay ginagamit sa musika.



When a special situation that needs explanation occurs more than once within a particular section of a text, only one transcriber's note is needed.

When it is necessary to explain that the braille version differs from the print in a fundamental way *throughout an entire book* this notice is placed on a transcriber's notes page at the beginning of the braille volume (to be studied in Lesson 17.2*e*).

15.5 Pagination

A book that is brailled without any indication of the print page numbers is said to be brailled using *literary-style* pagination. This is the method generally used for magazines, craft instructions, menus, novels, and other recreational reading where it is not important to the braille reader to know where a print page starts or ends.

It is suggested that any book that has an index, will be used in a classroom, or serves as a reference be brailled in *textbook style*; i.e., the beginning of every print page is clearly delineated and the print page number noted on the braille page.

Interpoint is braille that is embossed on both sides of the page. Agencies that have equipment to produce interpoint should specify the placement of braille and print page numbers.

Pagination of preliminary pages (table of contents, dedications, prefaces, etc.) will be discussed later.

15.5*a* **Literary-style pagination.** In literary-style pagination, consecutive page numbers are placed so that they end at the right margin of line 1 on every page of a braille edition. This is the method that you have been using in past lessons. *All certification manuscripts must be prepared using literary-style pagination.*

[NOTE: Correspondence students are to braille the exercise in this lesson and all future lessons in this style. Classroom teachers may choose otherwise, but it should be noted that the teacher's edition shows exercises using literary-style pagination only.]

15.5*b* **Textbook-style pagination**. When a book is brailled in literary style, the braille page numbers are placed at the *top*, right-hand corner of the page. When a book is brailled

in textbook style, the braille page numbers are placed at the *bottom*, right-hand corner of the page—and the print page numbers are placed at the top of the page.

When a new print page is started at the top of a braille page, the print page number is brailled in the last cells of the first line, with no fewer than three blank cells left between the page number and the running head.

Consecutive braille page numbers are placed in the last cells of the last line on every page, again leaving room for at least three blank cells between the last word and the page number.

As an example, suppose the exercise in this lesson is brailled using textbook-style pagination. The first braille page will have the print page number (17 – 11) placed at the end of line 1 and the braille page number (*1*) at the end of the 25th line.

You will not be able to complete the first print page on the first braille page. To indicate to the reader that the first print page continues on to subsequent braille pages, the same print page number is placed on the first line of the next braille page preceded by the unspaced letter *a* for the first continued page, the letter *b* for the second, etc. These letters are brailled without the letter sign. So, the second braille page will have the print page number *17 – a11* (⠼⠁⠛⠤⠁⠁⠁) on the first line and the braille page number *2* (⠼⠃) at the end of line 25.

Note that when page numbers consist of a combination of the chapter number and a page number, as in this manual, in braille the numbers are separated by a dash—in which case the number sign must be repeated.

You will be on the fourth braille page before you come to the end of the first print page. To indicate the change to a new print page, a *page change indicator* (also known as a *print page indicator* or a *page change line*) is placed on the line immediately following the last line of text of print page 17-11.

The print page change indicator is a line of unspaced dots 3-6 that starts at the left-hand margin and continues all the way across the page to the new print page number. No space is left between this indicator and the first symbol of the print page number. Example:

⠤⠤⠤

Drill 24

1. Sa mga turo ni Kung Fu Tzu,* binigyan diin ang kahalagahan ng pamilya.
   *Confucius
2. Pinagkaloob sa Hapon ang Liaotung,* Isla ng Pescadores at Formosa
   *Ang tangway ng Liaotung ay napabalik sa Rusya kapalit ng dagdag na bayad pinsala sa Tsina.
3. Nang matapos ang termino ng pamahalaang Komonwelt, tumagal pa rito ang kanilang Base Militar* at ang "Karapatang Parity†" ay ipinatupad pa rin.
   *Base Militar ng mga Amerikano sa Pilipinas ay nagwakas noong Setyembre 16,1991.
   †Karapatang Parity – pantay na karapatan ng mga Amerikano at Pilipino na linangin, gamitin ang yamang-likas ng Pilipinas.
4. Ang Piedras Platas[1] ay hinanap ng tatlong prinsipe.
   [1]Piedras Platas – ang gintong puno na tirahan ng Ibong Adarna
5. Annam naging Vietnam[3] noong 1945
   [3]Ang pagkakabuklod ay hindi kinilala ng Pransya. Subalit noong 1954 ay pinalaya nito ang Vietnam. Noong taon ding yaon ay hinati ito sa dalawa ng (17th parallel). Ang Hilaga ay tinawag na Demokratikong Republika ng Hilagang Vietnam at ang Timog ay Demokrasya.

EXERCISES

Prepare the following exercise for submission.

LESSON 15

1. Si Maria Consolacion ay dumalaw sa kanyang pinsan sa Bahay Pangarap*.
   *isa sa proyekto ng dating Pang. Aquino
2. Porma: Sistemang Barangay*
   Pinuno: Rajah, Datu, Sultan
   *Hango ang salitang barangay sa balang-ay. Sa Indonesia, ang balang-ay nangangahulugang bangka.
3. Alipin, maaaring namamahay* o saguiguilid†.
   *may pag-asa pang maging timawa.
   †wala ng pag-asang maging timawa.
4. Tuwing araw ng Biyernes si Talib ay sumasamba sa kanilang Allah.‡
   ‡Tawag sa kanilang diyos.
5. Si Huseng Batute ang ginagawang modelo‡ ng mga taong makata.
   ‡Isang ugali o bagay na ibig na maging katulad.
6. Ang hiyas[1] na suot ni Mary noong ika-18 taong kaarawan niya ay minana pa niya sa kanyang Lola.
   [1]Hiyas – alahas na katulad ng singsing, hikaw, kuwintas at pulseras.
7. Pinakasalan niya si Paramisuli, anak ni Rajah Boginda. Siya ang nagtatag ng unang sultanato[2] sa Sulu.
   [2]sistema ng pamahalaan ng mga Muslim
8. Hindi siya makagagawa ng batas subalit ang mga apila ng mga gobernadorcillo[a] ay maaari niyang litisin.
   [a] pinuno ng bayan

9. Humirang at tumanggap ng mga embahador mula sa pulo ng Pasipiko tulad ng Marianas, Carolinas at Palau.*

   *Ang Marianas, Carolinas at Palau ay mga pulo sa Pasipiko na bahagi ng Pilipinas sa panahon ng pananakop ng mga kastila.

10. Rebeldeng Muslim (RAM[1] / YOU[2])

    [1] Reform the Arm Movement

    [2] Young Officers Union

11. Sa Islam, pinahihintulutan ang jihad* laban sa mga hindi naniniwala.

    *banal na pakikidigma ng mga Muslim.

12. Mayo 10, 1897, ipinatupad ang hatol sa magkapatid. Sa bundok Nagpatong / Buntis / Tala / Maragondon* ay binaril hanggang mamatay ang magkapatid.

    *Bundok Buntis, Nagpatong, Tala, Maragondon, iba-ibang pangalang iniugnay sa pook na pinagbarilan kina Bonifacio.

13. Ang lalaki at ang gaganda ng panindang saba* ni Aling Sita.

    *isang uri ng saging

14. Ang Nile River* ang pinakamahabang ilog sa Gitnang Silangan.

    *Makasaysayang ilog sa bansang Ehipto, ito ay nabanggit din sa Banal na Kasulatan sa Bibliya.

15. Si Melissa ay pinangalanan bilang Prinsesa ng Kundiman.*

    *Kundiman – mga awiting Pilipino na ang tema ay tungkol sa pag-ibig.

Lesson 16

Special Formats: Poetry, Columns, Tables, Outlines, Letters
Suggested Formats: Menus, Recipes

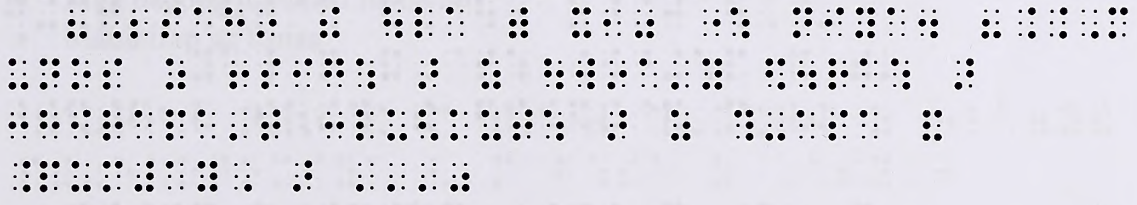
16.1 In General

Print employs many different styles to produce the myriad of magazines, newsletters, catalogs, instruction manuals, patterns, menus, etc., that are available to the print reader. Transcribers are often asked to braille recipes, playing cards, words to music, transportation schedules, bank statements, and utility bills. For these, there are no set codes or rules. A sound knowledge of the basic literary braille code is the best preparation a braillist can have for transcribing such materials.

16.2 Poetry

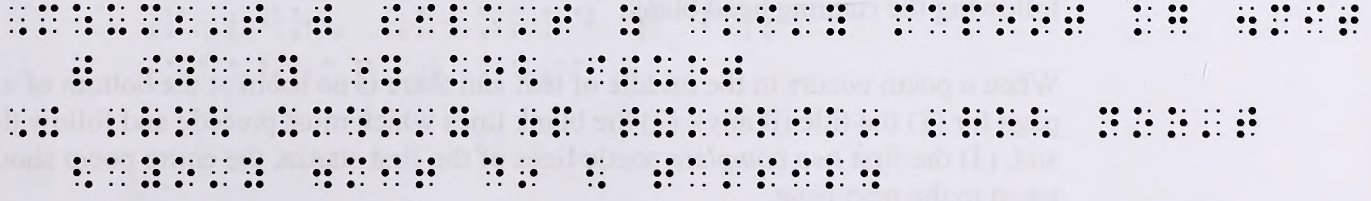
16.2*a* **Poetry in prose form.** When poetry is written in the form of prose with a mark of punctuation, such as slash or colon, indicating the end of each poetic line, in braille use the *line sign* (dots 3-4-5) to represent the print punctuation mark. Leave one blank cell before and after the line sign. The line sign may begin or end a braille line, but it may not stand alone on a line. When this sign is used it must be listed on the special symbols page (see in Lesson 12). When poetry that is run into the text is printed in a special typeface, the italic sign should be used in braille. Example:

"Basahin ang tula na ito," sabi niya. *"Mga unos sa pasigan / sa tuwina'y nagdaraan / kahirapa't kalungkutan / sa pag-asa ay pumatay,/ ..."*



16.1*b* **Standard poetry format.** When transcribing poetry that is printed with each poetic line starting at the left margin, in braille start each line in cell 1 with runover lines starting in cell 3. Example:

Manumba't na sila't sa aki'y mapoot kung damit na iya'y ayaw kong isuot
Ang barong umano'y dapat tangkilikin barong noo't ngayo'y damit din ng taksil.



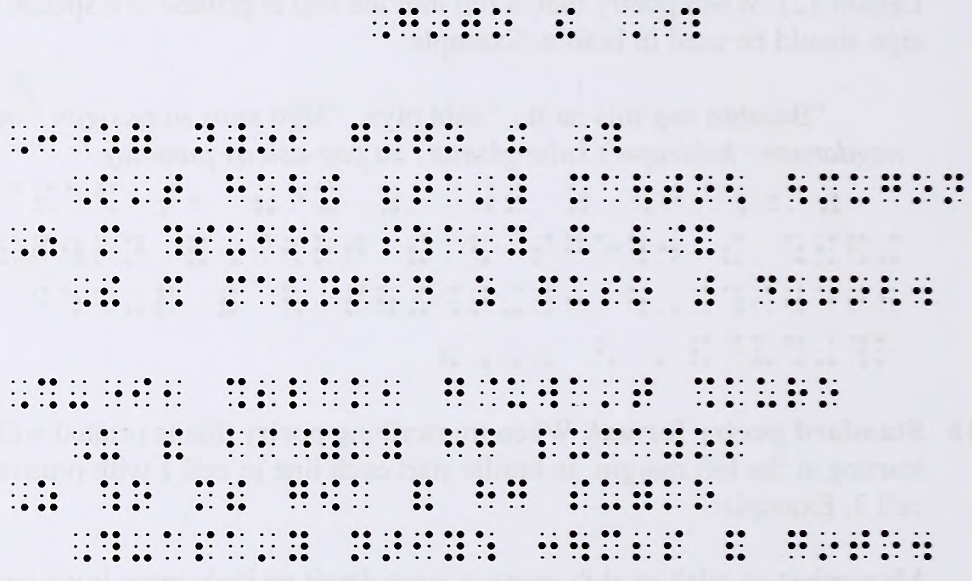
When poetry shows an indented pattern, braille should follow print. Print poetic lines shown at the farthest left position start in cell 1. The first indented line starts in cell 3. Each further indention starts two cells to the right. Runovers of *all* lines start two cells to the right of the beginning of the farthest indented line in the entire poem.

A blank line should precede and follow each stanza. Italics are not used in poetry unless they are needed for emphasis or distinction. Example:

Ginto ang Panahon

Kasabihan natin, ginto ang panahon
    Kaya't habang bata'y matutong tumugon
Sa mga pagsubok sana'y maging layon
    Ang maging maunlad sa puso at dunong.

Mag-isip, magbalak, gumawa't magkuro
    Upang ang biyaya'y huwag lumayo;
Sa ano mang gawa ay huwag susuko
    Pag-asa'y nariyan katumbas ay ginto.



When a stanza ends on line 24 or 25 of a braille page, on the next page leave the line following the running head blank.

When a poem occurs in the middle of text and there is no room at the bottom of a braille page for (1) the title (if any), (2) the blank lines which must precede and follow the title, and, (3) the first *two complete* poetic lines of the first stanza, the entire poem should be taken to the next page.

Subsequent stanzas in a poem may be divided between braille pages, but the division should be made so that at least one complete poetic line will appear at the bottom or at the top of the braille page. Do not divide a poetic line between braille pages.

When an ellipsis indicates a missing stanza(s), it should start in cell 1 and be preceded and followed by blank lines.

16.2 Columns

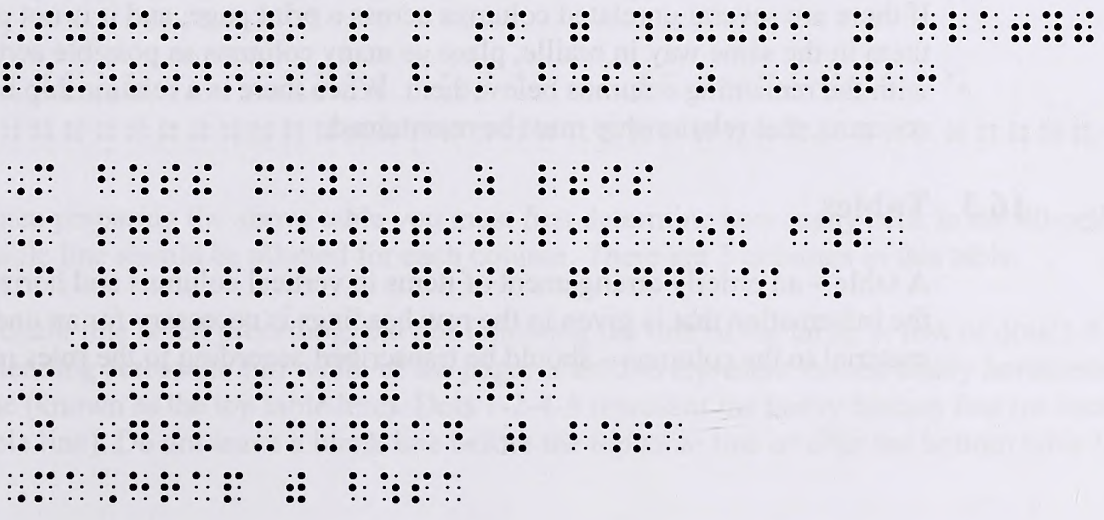
Capitalization and punctuation of items in columns should be the same in braille as they are in print. Italics are used in braille only if they are needed for emphasis or distinction. Columned material is always preceded and followed by a blank line.

When in print an item in a column or list is preceded by a star, a dark dot, or a check mark. In braille these *bullets* are ignored.

16.2*a* **Lists (single columns).** When print items are listed in vertical form, i.e. a single column, they should also be brailled vertically. Each item starts in cell 1 with runover lines starting in cell 3. Example:

Suriin natin ang mga sumusunod na pag-uuri sa kalagayang pang-ekonomiya ng mga bansa sa Asya:

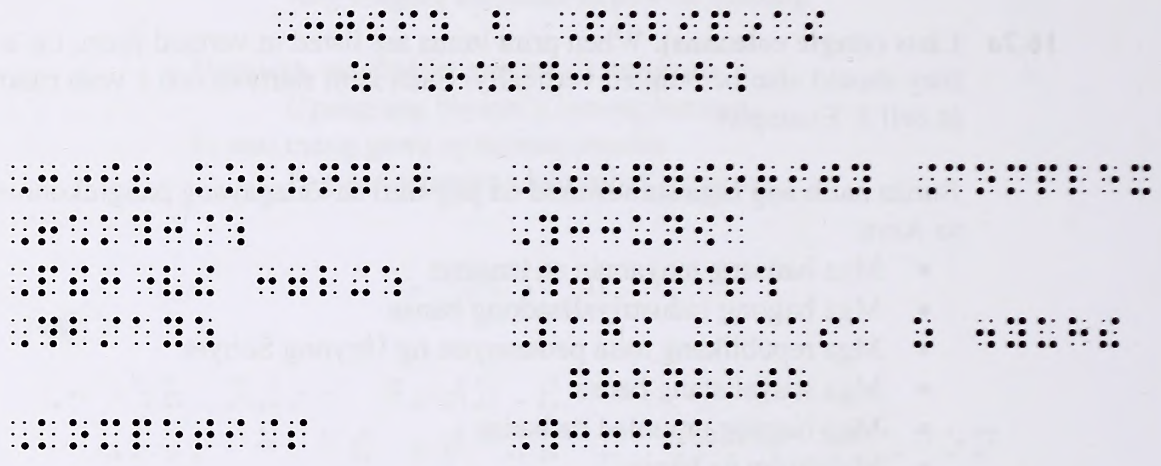
- Mga bansang mayaman sa langis
- Mga bagong industriyalisadong bansa
- Mga republikang nasa pederasyon ng Unyong Sobyet
- Mga sosyalistang bansa
- Mga bagong umunlad na bansa
- Mahihirap na bansa



16.2*b* **Side-by-side columns.** When columns are shown side by side on one print page they should be presented in braille in the same manner if possible. Following a blank line, begin the first column at the left margin. Leave two blank cells between the end of the longest item in the first column and the left-hand margin of the next column. If necessary, when an entry is too long for a column, runovers are indented two cells to the right of the left-hand margin of the column. Parallel items in each column must begin on the same braille line even though there may be a runover in some lines. Example:

Katangian ng Pilipinas sa Pakikipagkalakalan

Kaisipang Kolonyal	*Superiority complex*
Pakikipagkaibigan	Pagkakaunawaan
Pangkabuhayang kagalingan	Pagkakapatiran
Pagbibigayan	Laging umaasa sa dayuhang produkto
Kompetisyon	Pagkakaisa



If there are several unrelated columns across a print page, and it is not possible to arrange them in the same way in braille, place as many columns as possible across the braille page with the remaining columns below them. When there is a relationship between the columns, that relationship must be maintained.

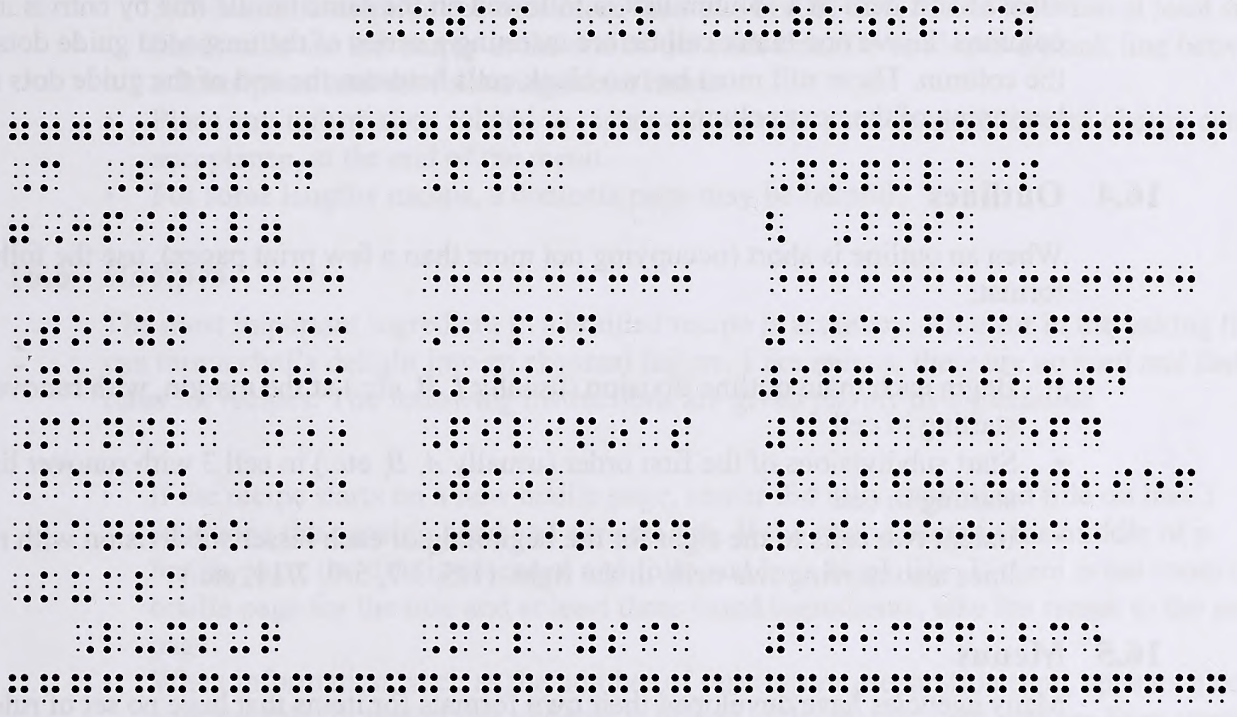
16.3 Tables

A table – an orderly arrangement of items in vertical columns and horizontal rows where the information that is given in the row headings is necessary for an understanding of the material in the columns – should be transcribed according to the rules in *Braille Formats*.

When a table will fill one braille page or less, place it on a page by itself, regardless of the amount of unused space on the preceding page. Example:

ANTAS NG URBANISASYON

Mga Lungsod (Kapital)	Bansa	Populasyon ng Bansa
Tokyo	Hapon	125,716,637
New Delhi	India	967,612,804
Manila	Pilipinas	76,103,564
Beijing	Tsina	1,260,004,956
Bangkok	Thailand	59,450,818
Kuala Lumpur	Malaysia	20,376,235



When preparing the above table you must first determine how many cells in the 40-cell braille line should be allotted for each column. There are 3 columns in this table.

A blank line is left preceding, but not following the title of the table. A row of dots 2-3-5-6, extending across the full width of the page, is used to represent the top heavy horizontal line (known as the top table line). Dots 1-2-4-5 represent the heavy bottom line (or bottom table line). Do not leave a blank line before the top table line or after the bottom table line.

In braille, a horizontal line (dots 2-5) is used to separate each column heading from the material below. This separation line begins with dot 5 at the left margin for each column, followed by an unspaced series of dots (2-5) extending across the full width of the column.

The column headings and their runovers are left justified above their respective columns. All columns headings must *end* on the same braille line.

Note that in the first column it is necessary to use two braille lines for each of the items, and that these runovers are indented two cells to the right of the left-hand margin of the column. Figures in the other three columns are placed on the same line as the *last* line of the first column.

Note also the use of *guide dots* (dot 5) after runovers of two of the items in the first column. These guide dots are very helpful to the reader in following the braille line across from column to column. They should be used whenever four or more blank cells are left after a short item in a column that is followed on the same braille line by entries in other columns. Leave one blank cell before inserting a series of the unspaced guide dots *within* the column. There still must be two blank cells between the end of the guide dots and the beginning of the next column.

16.4 Outlines

When an outline is short (occupying not more than a few print pages), use the following format:

- Begin each main outline division (usually *I, II,* etc.) at the margin, with runover lines starting in cell 5.
- Start subdivisions of the first order (usually *A, B,* etc.) in cell 3 with runover lines starting in cell 7.
- Indent two cells to the right for the beginning of each lesser subdivision with runover lines also moving two cells to the right. (1/5, 3/7, 5/9, 7/11, etc.)

16.5 Menus

Many agencies have developed their own formats for items that have no set of rules. Following is one suggested method of brailling a menu.

- Use a forty-cell line. Starting with page one, number each page at the right margin on the first line using Arabic numbers.
- Center the fully capitalized name of the restaurant on the first line—or first and second lines if necessary. Use the name, or an abbreviated name if necessary, for the running head on each following page.
- Leave the line following the title blank. If the print menu has a heading such as *breakfast, lunch,* or *dinner,* center it on the next line using single capitals. Always leave a blank line before and after a title that is centered.

- Category headings such as *Inihaw* o *Espesyal na Salad* should start in cell 5 with runover lines also starting in cell 5. Such "cell 5 headings" should always be preceded by a blank line but never followed by one.

- Braille general information, in standard paragraph form (3/1).
- Braille the actual menu choices in list format (see Lesson16.2*a*), starting each item in cell 1 with runovers in cell 3.
- If there are only names of menu items (without descriptions) and prices, the item starts in cell 1 with runovers in cell 3. If the name is followed by a description, start each menu item in cell 1 with runovers in cell 5.
- Place the price at the right margin following the end of the name of the menu item. Insert a line of unspaced guide dots (dot 5) between the end of the menu item and the price. Leave a blank cell before and after the guide dots. If there is not room for at least 2 guide dots with a preceding and following blank cell, do not use any guide dots.
- Descriptions of menu items should start on the line following the price, blocked in cell 3. When a description requires more than one braille line, divide it so that at least six blank cells are left empty at the end of the each line. Do not leave a blank line between a description and the following menu item.
- Place any information related to restaurant service, such as sales tax and charge card acceptance, at the end of the menu.
- For some lengthy menus, a contents page may be helpful.

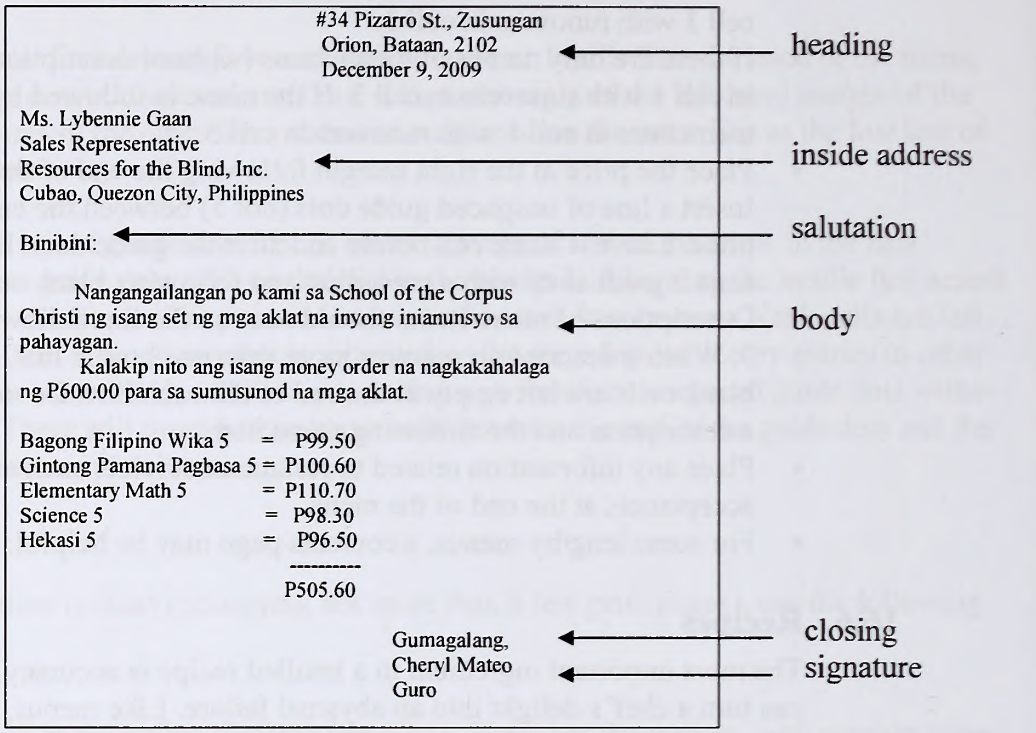
16.6 Recipes

The most important ingredient in a brailled recipe is accuracy. An error in the baking time can turn a chef's delight into an abysmal failure. Like menus, there are no hard and fast rules for recipes. The following instructions are given *merely as a guideline*.

- If the recipe starts on a new braille page, center the fully capitalized title on line 3 following the running head and a blank line. If the recipe starts in the middle of a braille page, the title is preceded and followed by a blank line. If there is not room on a braille page for the title and at least three listed ingredients, take the recipe to the next page.
- When information, such as the number of servings or preparation time, appears along with the title, in braille this material is placed at the margin with runover lines starting in cell 3. Follow with a blank line.
- If a recipe is divided into several parts that are identified by headings such as *Cake*, *Salad*, etc., start these headings in cell 5 with runover lines also starting in cell 5. Cell 5 headings should always be preceded by a blank line but never followed by one.
- The ingredients are then brailled in list format (start in cell 1 with runover lines starting in cell 3).
- Do not use abbreviations in braille when they are not used in print. Abbreviations are transcribed as they appear in print with one exception. To avoid confusion between *can* and *cup*, whenever the abbreviation c is used for *cup*, the word should be spelled out in braille.
- Braille the directions in paragraph format.

16.7 Format for Letters (correspondence)

16.7*a* **In general.** Follow print copy as to the location of headings, inside addresses, closings, and signatures, indenting in braille as they appear in print. Indented paragraphs in the body of the letter should start in the third cell, as all braille paragraphs do.



To block a heading, count the number of cells needed for the longest line. This line should end at the extreme right-hand margin. All other lines of the heading start in the same numbered cell as the longest line. Runover lines should be avoided in the heading and inside address—even if this means that the blocked lines of the heading start left of the middle of the page.

If there is not room to include the last line of the body of the letter as well as the complimentary closing, signature, writer's and typist's initials, and notice of enclosure on a braille page, take the last line of the body of the letter to a new page.

It is recommended that the closing and signature should start four cells to the right of the beginning of the preceding Braille line. For example, the credit should start in cell 5 if the line before started in cell 1.

16.7*b* **Blank lines in letters.** Blank lines are left in braille letters between segments that are not distinguished by margin indentions. When a letter is written in *semiblock form*, as in the illustration above and the following exercise, the only place a blank line is needed in braille is between the inside address and the salutation.

If a letter is written in *full block form* (without any indentions) and all segments start at the left margin, the same should be done in braille. In order to enable a braille reader to distinguish the different segments of the letter, just as in print a blank line is left between the inside address and the salutation, the salutation and the first paragraph, and between following paragraphs. A blank line is also left between the last line of the body of the letter and the closing. If there are writer's initials and/or a notice of enclosures followed by a postscript, a blank line should separate the two.

EXERCISES

Prepare the following exercise for submission to the instructor. It consists of a poem, an outline, text in columns, table, recipe and letter in block form. Each selection (six in all) should begin on a new page. Fully capitalize and center the title of the item on the first line of the page, followed by a blank line. If a selection has more than one page, use the title of the running head in the usual manner. Number the pages consecutively throughout the exercise.

Sana, Ganito ang Bayan Ko

Sana, ang bayan ko'y maging paraiso,
May payapang lugar, tahimik ang tao;
May ibong malaya, may hanging mabango,
May diwang makabayan, di kayang matukso.

Sana, ang bayan ko'y sagana sa tanim
Ng mga produktong tanging likas sa 'tin,
Sa bundok at parang lupa'y bubungkalin,
Masaganang ani ang pagyayamanin.

Sana, sa bayan ko, gusali'y marikit
Mataas na parang abot hanggang langit;
Bangko't pamilihan, dito'y nakasandig
Upang kabuhayan ng bansa ay lumawig.

Sana ang bayan ko ay aking matanaw
Na papaunlad na sa pangkabuhayan.
May trabahong lahat mga mamamayan
At sumagana itong ating pamumuhay.

* * *

LUMA AT BAGONG TRADISYON

I. Isang Puntos na Balangkas
   A. Katangian ng mga tradisyon sa bansa
   B. Katwiran ng luma at bagong tradisyon kung bakit sila ang dapat manatili
   C. Katwiran kung bakit dapat kapwa panatilihin ang luma at bagong tradisyon

II. Dalawang Puntos na Balangkas
   A. Katangian ng mga kaugalian sa bansa
      1. makaluma
      2. makabago
   B. Katwiran ng luma at bagong tradisyon kung bakit sila ang dapat manatili
      1. Ang Lumang Tradisyon
         a. Katulad ng kasaysayan at antigong kasangkapan
         b. Binibigyang-buhay ang Halagang Pantao
         c. Isinasapuso ang Kagandahang-asal
         d. Ang mga Uri ng tao
            i. magalang
            ii walang suwail
            iii. walang lapastangan
            iv. huwaran
      2. Ang Bagong Tradisyon
         a. Tinutulungan ang Pilipinas ng Mayayamang Bansa
         b. Higit na Maunlad ang Bansa
         c. May Pagsasarili ang Bansa
   C. Katwiran kung bakit dapat kapwa panatilihin ang luma at bagong tradisyon
      1. Ang Lumang Tradisyon
      2. Ang Bagong Tradisyon

* * *

Mga Pagkaing Tagapagsaayos ng Katawan

kangkong	petsay
dahong gabi	alugbati
malunggay	saluyot
talbos ng kamote	dahon ng ampalaya, atb.
bunga ng kalabasa	hinog na papaya
bulaklak ng kalabasa	tiyesa
karot	mangga
kamote	langka
saging	pinya

* * *

Mga Teorya Ukol sa Populasyon

Taon	Kabuuang Populasyon (sa milyon)	Urban (sa milyon)	Rural (sa milyon)
1990	61	26	35
1991	63	27	36
1992	64	28	36
1993	66	29	37
1994	67	30	37
1995	68	31	37
1996	70	32	38
1997	71	33	38
1998	73	34	38
1999	79	35	39
2000	75	36	39

* * *

Flory Eleria's Homemade Ham

1 kilo baboy (pigi) hiniwang panipis
3 kutsara asin
¾ puswelo asukal na pula
½ kutsarita *prague powder*

Pamamaraan
1. Pagsama-samahin ang mga sangkap.
2. Ikuskos sa lahat ng bahagi ng baboy.
3. Bilutin at talian ng pisi upang maghugis hamon.
4. Bago iluto, ibabad muna sa pinaghalong mga sangkap na ito
   ½ puswelo asukal
   1 puswelo *pineapple juice*
   1 puswelo tubig

   Pampalasa: 3-4 na piraso clavo de comer
   pamintang buo
   1 dahon ng laurel
   1 piraso balat ng kamela

5. Pakuluan o ihurno hanggang maluto.
6. Kung malapit nang matuyo, ipahid ang malapot na sarsa sa ibabaw ng hamon.
7. Hiwain nang manipis bago ihain.

* * *

630 Luna St., Navotas
Metro Manila
Enero 30, ____

Ang Tagapamahala
Valero Publishing House, Inc.
327-F Gen. Lim St.,
San Juan, Metro Manila

Ginoo:

Nais ko lang pong magtanong kung mayroon kayo ng Diksyunaryong Filipino at Student's Digest para sa iba't ibang antas.

Mangyari lang po na padalhan ninyo ako ng halaga ng bawat isa at sa pagbabalik ng koreo ay ilalagay ko ang aking order at bayad.

Lubos na gumagalang,
G. Joseph Peña

Lesson 17

Literary Braille Book Format

17.1 Format in General

The layout of a braille book should follow that of the print book as closely as possible.

17.1*a* **Illustrations, maps, pictures, and diagrams.** It is often necessary to omit illustrations and diagrams and the references to them in a braille transcription. If a braille book is not an exact duplication of the print book, a general statement regarding omissions or additions should be placed on the transcriber's notes page. The omission of pictures on the front of a book or other pictures not related to the text need not be noted.

17.1*b* **Captions.** Captions that provide information not given elsewhere in the text should be incorporated, at an appropriate point, into the braille text. Starting in cell 7, braille the relevant word (Map, Picture, etc.) followed by a colon. Following on the same line, copy the caption. Runover lines should start in cell 5. Do not leave a blank line before or after the caption.

17.1*c* **Headings.** Nearly all print headings, whether titles of books, chapters, sections, or subsections are formatted in braille as *centered* or *cell-5* headings. Print capitalization should be followed for headings. With the exception of paragraph headings italics are used in braille headings only if they are necessary to show emphasis of distinction. Do not confuse rules for headings with those for running heads (see Lesson 17.1*d*).

17.1*c*(1) **Centered Headings.** As a general rule, centered headings are used in braille to represent the major section headings, such as titles of parts of a book and of chapters. Just as its name implies, a centered heading is centered on one or more lines, *preceded and followed by a blank line.* Leave a minimum of three blank cells at the beginning and at the end of each line of a centered heading. When a centered heading starts a new braille page, a blank line is left between it and the running head.

17.1*c*(2) **Cell-5 headings.** When a book uses major headings and subheadings, the major headings are centered and the subheadings are brailled starting in cell 5 with runover lines also starting in cell 5. A cell-5 heading should be *preceded by a blank line, but not followed by one.* Like a centered heading, when a cell-5 heading starts a new braille page, a blank line is left between it and the running head.

17.1*c*(3) Paragraph headings. Paragraph headings are words at the beginning of a paragraph which are in full capitals or in a typeface different from the continuing text – that serve to highlight the important issue of the paragraph. Such headings are italicized in braille and print capitalization is followed. Do not confuse paragraph headings with purely stylistic letters at the beginning of a chapter or unit, which are not italicized in braille.

17.1*d* Running head. When a running head is required, it must appear consistently on all braille pages of the transcription with two exceptions. The fully capitalized title, rather than a portion of it, is used: (1) on the title page and, (2) on the first page of text in each volume. If the book being transcribed is part of a series, use the title of the book, not the title of the series, for the running head.

Only one braille line is used for the centered running head. After centering, there must be at least three blank cells left at the beginning of the line and between the end of the running head and the page number. When counting the number of cells available for the running head, consideration must be given to the number of cells that will be occupied by the longest page number in the entire book. It is preferred that the full, capitalized book title be used as the running head. If this takes up too much room, observe the following in the order given:

- Capitalize only the first letter of the first word and the first letter of principal words in the title. For example, the title *BAGONG FILIPINO SA SALITA AT GAWA: WIKA* cannot be brailled in full capitals and still leave the required margins, but it will fit as Bagong Filipino sa Salita at Gawa: Wika

- Condense the title by omitting minor words or by abbreviating longer words. The title *UNANG HAKBANG SA BAGONG WIKANG FILIPINO* cannot be brailled either in full capitals or with just the major words capitalized and still leave the required margins and room for a typical braille page number; therefore, it should be condensed to *BAGONG WIKANG FILIPINO*. If space permits, use full capitals for a condensed running head.

Do not leave a blank line between a running head and the continuation of text unless a break in context occurs at this point. A blank line is always left between a running head and a centered heading (such as a chapter title) or cell-5 heading.

When an agency chooses not to use a running head, the text continues on line 1 leaving room for three blank cells and the page number at the far right.

NOTE: All the instructions in this lesson are written with the assumption that a running head will be used

17.1*e* **Blank lines and breaks in text.** Only one blank line is left in braille. When in print one or more blank lines are used to indicate a break in thought or a change of time or place. In braille, if there is no room on the page for such a blank line and one line of continuing text, leave line 25 blank. On the next page, start the text on line 3 – leaving the line following the running head blank.

If a series of dots, stars, or other symbols, is used in print to indicate a break in text, these symbols should be represented in braille by three asterisks separated from each other by a blank cell and centered on the braille line. Do not leave a blank line either before or after the line containing the series of asterisks. Do not list asterisks used for this purpose on the special symbols page (see Lesson 17.2*d*). If a line containing such asterisks occurs on line 25 of the braille page, it is not necessary to leave a blank line at the top of the next page.

Quoted or displayed matter, such as letters and stanzas of a poem, are always preceded and followed by one blank line. If such matter ends on line 24 or 25 of the braille page, leave the line following the running head blank on the next page.

A blank line is always left in braille before a centered or cell-5 heading. When there is no room at the bottom of a braille page for such a heading – the appropriate blank lines and at least one line of braille text, the heading is taken to the next page where it is placed on line 3 (following the running head and blank line).

17.2 Preliminary Pages

For the purposes of braille the following items are considered preliminary pages and are given special page numbers (see Lesson 17.2*a* below). These items are always placed *first* in a braille volume, and are always in the following order:

- title page
- dedication (in volume 1 only)
- special symbols page (if needed)
- transcriber's notes page (if needed)
- table of contents (if any)
- cover/jacket material (if any)

Braille only what appears in print. Do not create a contents page, for example, if there isn't one in print. Other front matter that may be included in the braille preliminary pages is discussed in Lesson 17.2*h*.

Braille preliminary pages are followed by text pages, which will be studied in Lesson 17.3. A summary to help determine the order of preliminary pages and text pages is located in Lesson 17.4.

17.2*a* **Page numbering of preliminary pages.** When using *literary-style* pagination as required in Exercise 17, the numbers on the print pages are ignored. Braille preliminary pages are numbered consecutively. The braille page number is placed at the end of line 1 – each number preceded by the letter *p* without the letter sign. Therefore, in every volume the title page will always be numbered *p1*. (⠏⠼⠁)

- Note: For future reference, when, after certification, material is transcribed using textbook-style pagination, instructions for preliminary page preparations should be carefully studied. The transcriber should be aware that when using textbook pagination, (1) every page must be accounted for – even blank ones, (2) braille preliminary pages do not reflect the print page numbers; they carry only the running braille page number (placed at the end of line 25 – each preceded by the letter *p* without the letter sign), (3) all authors, with their degrees and affiliations, and all copyright owners and dates are included on the title page. This requirement often necessitates a *supplemental title page*, (4) inclusive preliminary and text braille page numbers, and inclusive print page numbers (both roman and Arabic) are listed on the title page, and, (5) the page numbers on the contents page reflect the *print* page numbers.

17.2*b* **Title page.** Information for a braille title page is gleaned from the print title page and the page which is usually on the back of the title page that contains cataloging, copyright, and other publication data. Most braille books will consist of more than one volume. *Every volume must have a title page.* The order and form of presenting the information needed for a title page may vary with the particular publisher, library, or transcribing group. The Resources for the Blind, Inc. requires that the certification manuscript be brailled using textbook-style pagination and that the title page contains the following information listed in the following order:

- the book title (fully capitalized)
- subtitle and/or series name (if any)
- edition (if any)
- author
- publisher with first or principal address (if given)
- copyright and reproduction notices
- year of braille transcription
- name of organization and address
- total number of braille volumes (in Arabic numbers)
- number of the particular volume (in Arabic numbers)
- inclusive braille pages (both preliminary and text)
- inclusive print pages

Usually all the items mentioned can be listed on one braille page. Next, is a model title page, formatted as they should appear in braille, that illustrate the form *required by the Resources for the Blind, Inc. for trial manuscript;* other agencies may have different requirements. If there is more information than can fit on one page, it should be omitted from the Braille transcription, based on Braille Formats Rule 2.

KAYUMANGGI
Unang Edisyon, 1998

Victoria a. Coralejo

Inilathala ng
FNB EDUCATIONAL, INC.
2 Uranus St., cor. Jupiter St.
Project 6, Quezon City
Karapatang-sipi 1998

Isinalin sa Braille 2007 ng
Resources for the Blind, Inc.
Box 1831, CPO 1099, Manila
Telepono Bilang 7263021-24

Inilimbag sa Anim na Bolyum
Bolyum I
Pahina sa Braille p1-p12 at 1-34
Pahina sa Print i-ix at 1-37 p1

17.2*b*(1) Centering lines (title page). The Resources for the Blind, Inc. requires that each line be centered on the title page of the certification manuscript. When centering, if any line fills an odd number of cells, the extra cell should be on left side, thus making more room for a long title and the page number. With the exception of the first line, all the cells on a line may be used if necessary.

17.2*b*(2) Blank lines (title page). Ideally, the items on a title page should be grouped into the following units with a blank line between each:

1) title, subtitle, series name
2) author's name
3) publisher, copyright information, etc.
4) embossing date, transcriber's group affiliation and its address
5) volume number and page numbers

The title of the book is always listed on line 1 and the page numbers on line 25. If there is not enough information to fill out the page in this way, leave one blank line between groupings. If necessary, two blank lines may be left between groupings, starting at the bottom of the page. In other words, if you had five extra lines, you would leave one blank line between groups 1 and 2, 2 and 3, 3 and 4, and 2 blank lines between groups 4 and 5.

When there is more information and is impossible to leave blank lines between each of the groupings mentioned above, condense the information by placing the word *ng* on the same line as the date of the transcription. Another line can be saved, if space permits, by combining the publisher's information. If even more lines are needed, some of the blank lines that separate the groupings may be deleted, starting at the bottom of the page.

All lines on a title page may be utilized *except* that there should be a blank line left between the title (and subtitle if there is one) and the author's name, and a blank line between the author's name and the following publishing information.

I7.2*b*(3) Capitalization (title page). Only the title (not the subtitle) and the author's name are brailled in full capitals.

I7.2*b*(4) Title and subtitle (title page). The title and subtitle should be brailled as they appear on the print title page with the title, but not the subtitle, in full capitals. If a title is too long to fit on the first line of the braille page, it should be divided, as evenly as possible, between two or more lines. Make the division at a logical point in the title; do not divide words in a title between lines. If the book is one of a series, the series name is placed on the line immediately following the title, or subtitle, in single capitals.

I7.2*b*(5) Authors (title page). If a book has two or more authors, the name of each author should be brailled in full capitals on consecutive lines. If a title page is very full, authors' names can be joined by the word *at* and placed on the same line. Even if a book is an autobiography, the name of the author is placed on the title page. The word *ni* or *nina* before the author's name is used in braille only if it appears in print.

17.2*b*(6) Publishers (title page). The name of the publisher followed by the first or principal address only, should appear on a braille title page, preceded by the words **Inilathala ng**. If space permits, all of these information may be placed on one line. Example:

Inilathala ng SD Publication, Inc. Q.C.

17.2*b*(7) Copyright (title page). For books, other than textbooks, prepared using textbook-style pagination, only the latest copyright date is listed on the title page. If the date is printed in roman numerals, it should be brailled in Arabic numbers.

The copyright holder is always given on the title page – even when the publisher holds the copyright. Ignore expression of reservation of rights such as *Reserbado ang Lahat ng Karapatan.*

17.2*b*(8) Transcriber's group affiliation (title page). The year the transcription was completed and the name of the group for whom the transcriber works or from whom the transcriber received the braille assignment should be listed on the title page.

17.2*b*(9) Volume and page numbers (title page). Arabic numbers are used to indicate the number of a particular volume and the number of volumes in the book. When a book consists of only one braille volume, the number of the volume is not given; instead, just the words **Inilimbag sa Isang Bolyum** are used.

The numbers of the braille pages contained in the volume are brailled on the last line of the page, preceded by the words **Pahina sa Braille**. The numbers of the preliminary pages, each preceded by the letter *p* without the letter sign, are followed by the Arabic numbered pages. Of course, these page numbers cannot be filled in until the volume is completed and the page numbers known.

17.2*c* Dedication page. If the print text includes a dedication, it should be centered vertically on a new braille page in the *first volume only*. The lines may be centered, indented as a paragraph, or blocked at the left margin in accordance with print placement. Ignore special typefaces unless needed for emphasis or distinction.

17.2*d* Special symbols page. Certain symbols are listed on a special symbols page that is placed, following the title page and dedication (if there is one), *in every braille volume in which they are found.* If the following braille symbols are used in a volume and not explained in a transcriber's note adjacent to the symbol, they must be listed on a special symbols page:

- signs used in foreign words and phrases such as the stress sign and special signs for accented letters
- asterisk
- ditto mark
- page number repetition or omission symbols
- pronunciation symbols

- print symbol indicator
- termination sign
- transcriber's note symbol (only when the termination sign is used in the same volume)
- symbols from other codes such as Computer Braille Code symbols used in electronic addresses
- any symbols especially devised or assigned special usage by the transcriber

Follow these steps when preparing a special symbols page:

- Begin a new braille page and center the heading **ESPESYAL NA SIMBOLO NA GINAMIT SA BOLYUM NA ITO** on lines 3 and 4, followed by a blank line.
- If more than one page is required, start a second page with the heading **ESPESYAL NA SIMBOLO (kar.)** centered on line 2 without a blank line following.
- List the symbols in the order found in that volume.
- When symbols fall into categories, group them together under an appropriate cell-5 heading and place them first on the page. Miscellaneous symbols are then grouped together under the heading **Iba Pang Simbolo**.
- Using the list format, begin each symbol in cell 1 followed by its meaning according to the wording in the text. If the text does not explain a symbol, give its name. All runover lines begin in cell 3.
- When a listed symbol contains only right-hand or lower-cell dots (such as the accent sign or termination sign) enclose the dot numbers in parentheses following the symbol and a space.

17.2*e* **Transcriber's notes page.** Whenever a special braille format or usage is required *throughout an entire work*, rather than interrupting the text with many transcriber's notes, a notation is made on a transcriber's notes page. This page is placed at the beginning of *each braille volume* following the special symbols page, if there is one.

Some situations that might be mentioned on a transcriber's notes page are a notice of the omission of maps or illustrations, or the explanation of the rearrangement of the print format in order to provide a clearer presentation of recipes or puzzles. If only some maps, charts, etc., are omitted from the braille version, the omissions are noted in a transcriber's note at the appropriate point in the text.

Follow these steps to prepare a transcriber's notes page:

- Begin on a new braille page, center the heading **TAGUBILIN NG TAGASALIN** on line 3.
- Leave one blank line.
- List the notes in paragraph format, each one starting in cell 3 with runover lines starting in cell 1. Do not use transcriber's note symbols to enclose notes on a transcriber's notes page.

17.2*f* **Contents page.** When the print book has a contents page, the entire table of contents is placed at the beginning of the first braille volume only. Each subsequent volume then includes only that portion of the print contents that is contained in that particular volume.

When using *literary-style pagination*, substitute the appropriate braille page number for the page number in the print table of contents. Thus, the transcriber will have to wait until the transcription is complete to fill in the page numbers.

Do not create a contents page for a book that does not have one. Do not add items to the contents page that do not appear in print.

Follow print for capitalization and Roman or Arabic numerals. Do not use italics except where needed for emphasis or distinction. Use normal line spacing, even if the print table of contents is double-spaced.

When the print contents page includes maps, diagrams, etc., that have not been included in the braille edition, omit them from the braille contents page. These omissions must be noted at the end of the entire contents in the first volume in the form of a transcriber's note.

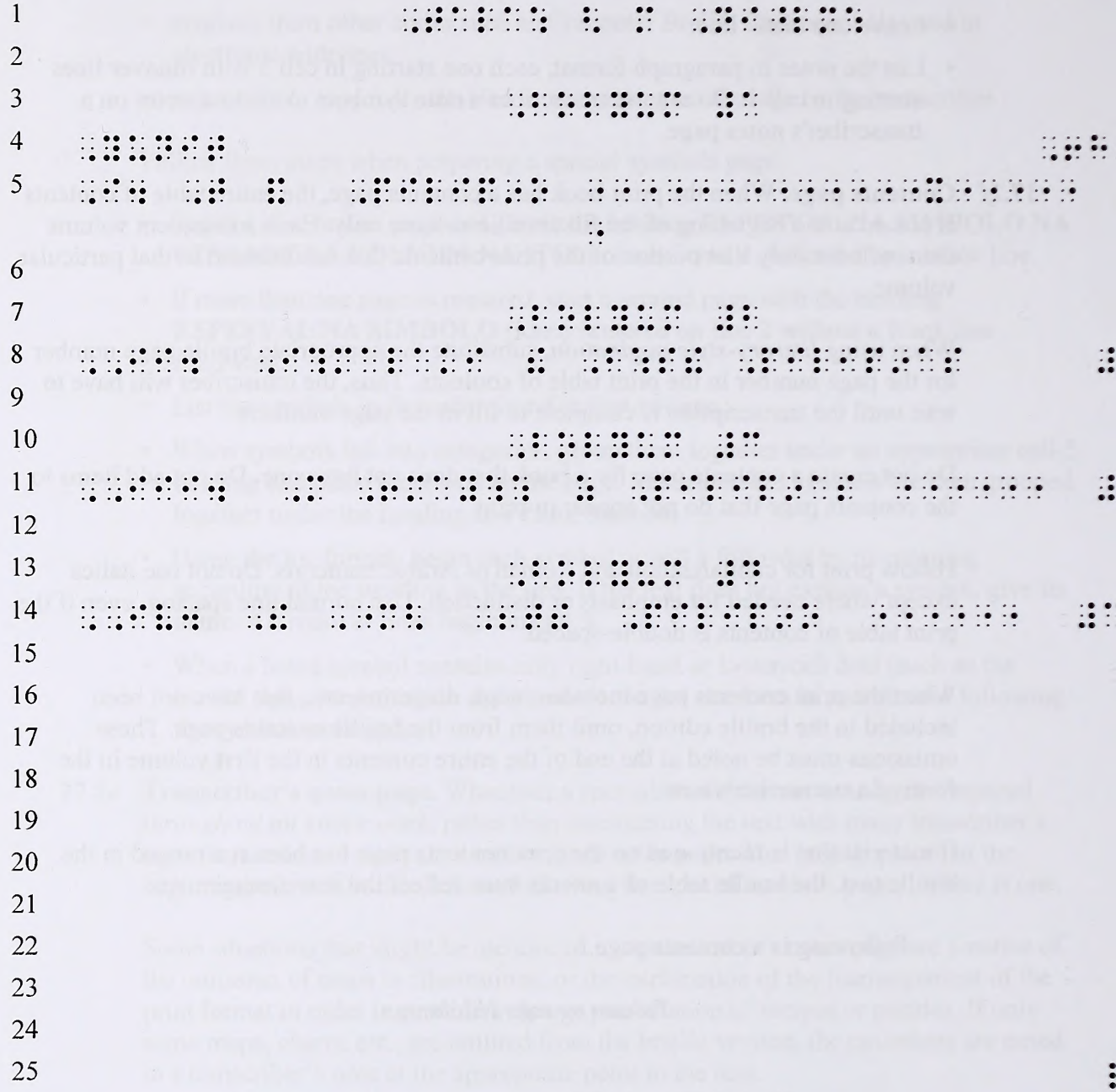
If material that is mentioned on the print contents page has been rearranged in the braille text, the braille table of contents must reflect the new arrangement.

Following is a contents page.

Talaan ng mga Nilalaman

Yunit I: Tayo Ay Pilipino 1
Yunit II: Ipagmalaki ang Bansang Pilipinas ... 23
Yunit III: Mga Pamayanan sa Pilipinas..... 73
Yunit IV: Ang Mabuting Batang Pilipino 109

17.2*f*(1) Contents page for the first volume of a multivolume braille edition. Following is the same contents page as it would appear in braille in the first braille volume. (Instructions for proper volume division are in Lesson 17.7.)



- Line 1. The heading **Talaan ng mga Nilalaman** is centered and follows print capitalization. Print should be followed if a different heading, such as *Nilalaman*, is used. Do not add a heading if one is not shown in print.
- Line 2. Blank
- Line 3. Center Bolyum 1. (When a braille edition consists of only one volume, eliminate this line.) Throughout the rest of the table of contents, leave a blank line before the volume number, but not after it.
- Line 4. Place the word **Yunit** at the left and **Pahina** at the right margin. If print includes the words *Kabanata, Sanaysay, Maikling Kuwento,* or a similar heading, above the chapter numbers and/or names, that heading should be placed at the left margin on the same line. If no such heading occurs in print, do not add one in braille.
- Line 5. Begin listing the content items (follow print) at the left margin with the braille page numbers placed at the right margin, regardless of print placement. A line of unspaced *guide dots* (dot 5) is inserted between the last word of the heading and the page number. Leave one blank cell between the end of the heading and the beginning of the guide dots and one blank cell at the end of the guide dots, before the number.

When material prior to the beginning of the story or following the story, such as a preface or author's note, is included on the contents page, these items are listed at the margin like all other items—regardless of print placement. Ignore any special typefaces. Leave a blank line between them and the other contents.

If there is no room between the chapter title and the page number for at least 2 guide dots with a preceding and following blank cell, do not use any guide dots (see line 8). If there is no room for one blank cell between the end of the title and the page number, the title must be continued on the following line(s).

When a chapter heading takes more than one line, the runover lines are blocked in cell 3. The page number and guide dots (if used) are placed at the end of the line on which the heading ends. There should be at least six blank cells at the end of every line that does not end in a page number.

When one or more chapter headings are followed by subheadings, start all chapter headings in cell 1 with runover lines starting in cell 5. Start the subheadings in cell 3 with runover lines in cell 7.

If it is necessary to end a volume within a chapter, on the contents page in the next volume repeat the continuing chapter heading followed by the word **(karugtong).**

If more than one braille page is required for the contents in any braille volume, do not repeat any of the headings (such as Kabanata, Pahina, o bilang ng Bolyum) that were used on the first page. Do not leave a blank line between the running head and the continuing contents items.

17.2*g* **Cover/jacket material.** Material found on the back of the dust jacket, on the jacket flaps, or on the inside of the book cover, may include, among other things, a summary of the story, a biographical sketch of the author, or a family genealogy. These should all be included in the preliminary pages of the *first volume only.* If these items are short, they may be placed on the same braille page separated by a blank line. If any one of them would take up more than half a braille page, it should be started on a new braille page.

When a summary of the story has no print heading, start it on a new braille page and center the heading **BUOD NG KUWENTO** on line 1. It is recognized that this practice does not follow print format. However, because of the summary's location in the braille volume, without a heading the braille reader might reasonably assume that it is the beginning of the story.

Direct quotations from the body of the story, whether on the cover or inside the front of the book should be ignored, as well as any material meant only to be visually attractive.

17.2*h* **Other front matter.** The preliminary items listed in Lesson 17.2 are always placed first in the braille volume in the order prescribed. Following them are other items from the front matter that will also be given preliminary page numbers, such as a list of other books by the author, listed reviews by other authors, a disclaimer, acknowledgments of borrowed material, an epigraph or poetry, etc. They are placed following the cover/jacket material in the order in which they occur in the book. Front matter items that consist of narrative text, such as a preface, prologue, foreword, author's notes, or introduction, are considered "text" and are described in Lesson 17.3.

17.2*h*(1) Other books by the author. Other books by the author should be brailled on a new braille page in list format and placed in the *first volume only.*

17.2*h*(2) Accolades and reviews by other authors, newspapers, or journals. Accolades (brief statements of praise for an author which appear on a book's cover or with the front matter) and short reviews of the book are brailled in paragraph format with a blank line between each and placed in the *first volume only.*

If more than three braille pages will be needed to braille all of the reviews, it is suggested that they be placed at the end of the last volume. In this case the running braille page numbers are continued to the end of the volume and the

word **WAKAS** are placed at the end of the last page of the last volume (see Lesson 17.9). When such comments are relocated to the end of the last volume, this rearrangement must be noted on the transcriber's notes page.

Braille only the comments about the book being transcribed—ignore advertisements for other books.

17.2*h*(3) Disclaimer. If a book contains a statement that the characters and/or places in the story are purely fictional, this statement is included in the braille version, in the *first volume only*. If there is room, the disclaimer can be placed on the same page as the cover/jacket material or the reviews, separated from them by a blank line.

17.2*h*(4) Acknowledgment of materials borrowed. When the material that has been borrowed from another source (such as song lyrics or poetry) is included and the publisher credits the source, then it is also credited in braille. When such publisher's acknowledgments are listed with page numbers in the table of contents, follow the print. If they are placed in the front or back of a book and are not listed in the table of contents, they are placed on a new braille page at the end of the last braille volume. Those acknowledgments that refer to maps, pictures, and other materials that have been omitted from the braille transcription should not be mentioned.

Do not confuse acknowledgments of borrowed materials with an author's personal words of thanks, which are also often entitled as Acknowledgments.

I7.2*h*(5) Poetry and epigraphs. When in print, such items are included in the front matter and shown on a page by themselves, each one should begin a new braille page and be placed in the *first volume only.* Poetry should be brailled according to the rules and centered vertically on the page whenever possible.

An *epigraph* is a short introductory statement, often a quotation or motto placed at the beginning of a book, a book unit, or chapter. When an epigraph is printed on a page by itself, it should be transcribed in the same manner as a dedication. Retain quotation marks if shown in print but do not use italics unless needed for emphasis or distinction. For epigraphs at the beginning of each chapter see Lesson 17.5.

Poetry, epigraphs, quotations, and the like should be paginated as a preliminary page if they fall before the table of contents or before the beginning of text pages (see on Lesson 17.3). If they occur after the beginning of the text pages, they are paginated as text pages.

17.3 Text Pages

Preliminary pages, numbered as "p" pages, should come first in a braille volume. Text pages, with Arabic numbering, should follow. They start with the first page upon which narrative text is found. This may be a preface, introduction, foreword, author's note, etc.

A summary to help determine the order of preliminary pages and text pages is located in Lesson 17.4

17.3*a* **Page numbering of text pages.** In literary-style pagination, Arabic numbering starts on the first page of text and continues throughout all volumes, including any end matter such as an epilogue or information about the author. Therefore, in the first volume following the preliminary pages, the first page of text will be numbered Arabic 1 (⠼⠁) placed at the end of line 1.

17.3*b* **First page of text.** Following the braille preliminary pages, the text pages are brailled *in the order in which they appear in print.* So, the first page of text may be the first page of an introduction, acknowledgments, a preface—or it might be the first page of the first chapter. If there is both an introduction and a preface, for instance, braille them in the print order. There is one exception to this rule: if a narrative piece, such as a preface, comes before a table of contents in print, in braille, place the preface following the table of contents, but do not add to or change the print list of contents. When the arrangement of material at the beginning of a book is changed from the print copy, it must be noted on a transcriber's notes page in the *first volume only.*

There are only two pages in a braille volume that do not carry a running head—the title page and the first page of text.

In every braille volume, instead of a running head on the first page of text, place the *complete* book title, subtitle (if any), and series name (if any). The unabbreviated book title is brailled in full capitals and centered on the first line or lines. If the book has a subtitle, it is placed on the next line with only the first letter of the first word and other principal words capitalized. Leave at least three blank cells at the beginning and end of each line, and at least three blank cells between the end of the first line and the page number. Leave a blank line between the complete title and any heading or the text that follows.

17.3*c* **Preface, foreword, prologue, introduction, and author's personal acknowledgments**. When such items are shown in print, each one should begin a new braille page and should be placed in the *first volume only*. If there is a heading in print, in braille it is centered and print capitalization is followed. Ignore special typefaces in headings unless needed for emphasis or distinction.

17.4 Summary: Order of Preliminary and Text Pages.

To determine the order of braille preliminary and text pages follow these steps:

- Look carefully at all of the print pages that precede the start of the first chapter and determine which should be considered the beginning of "text" pages in braille. (See Lesson 17.3*b*)
- Note which of the items in the list in Lesson 17.2 are pertinent to your book and list them on a sheet of paper in the order prescribed.
- Note all other print preliminary pages (see Lesson 17.2*h*) prior to the beginning of text (if any), and continue listing each of those in the order in which they appear in the print book.
- If a narrative piece, such as a preface, is located before a table of contents, transpose the two, but do not add to or change the contents page. The preface then becomes the first page of text. Only narrative pieces preceding the table of contents should be moved. The order and format of the braille version should be as close to the print copy as possible.
- Consecutively number all items that follow the beginning of text in Arabic numbers, including poetry and epigraphs.
- Ignore print pages that simply repeat the title.

17.5 Book Broken into Units

Whenever print uses an entire page for a unit heading (such as *Part I*), this page should be omitted in braille. Such a heading should be centered and separated by a blank line from other headings or text that precede and/or follow it. Follow print capitalization. Ignore special typefaces when an entire heading is printed in italics or small capitals. Use italics for a word, or words, within a heading that is emphasized or foreign.

If an epigraph is printed on the same page as a unit or chapter title, place it before or after the title, as it appears in print, preceded and followed by a blank line. Use normal margins and follow print for paragraph indentions. Retain quotation marks if shown in print but do not use italics unless needed for emphasis or distinction.

17.6 Chapter Titles

Chapter titles are treated as centered headings. Follow print for capitalization and Roman or Arabic numerals. Use italics only for emphasis or distinction, such as for an italicized foreign word within the title.

A long heading should be divided and brailled, centered, on consecutive lines. At least three blank cells should be left at the beginning and end of each line. If a chapter heading consists of both a number and a title, both should be placed on one braille line if space permits. When placed on one line, the chapter number comes first followed by a space and the title—regardless of print placement. Formatting must be consistent throughout a book. If any chapter title in a book is too long to be placed on the same line with the chapter number, then all chapters should have the chapter number centered on one line and the chapter title centered on the next.

When a chapter ends in the middle of a braille page, the next chapter should start on that same page as long as there is room for the chapter heading with its preceding and following blank lines and *at least one line* of braille text. When a new chapter starts at the top of a braille page, a blank line is left between the running head and the chapter heading.

When a braille volume ends in the middle of a chapter, the first page of text in the following volume should carry the chapter heading followed by the word (kar.). Example:

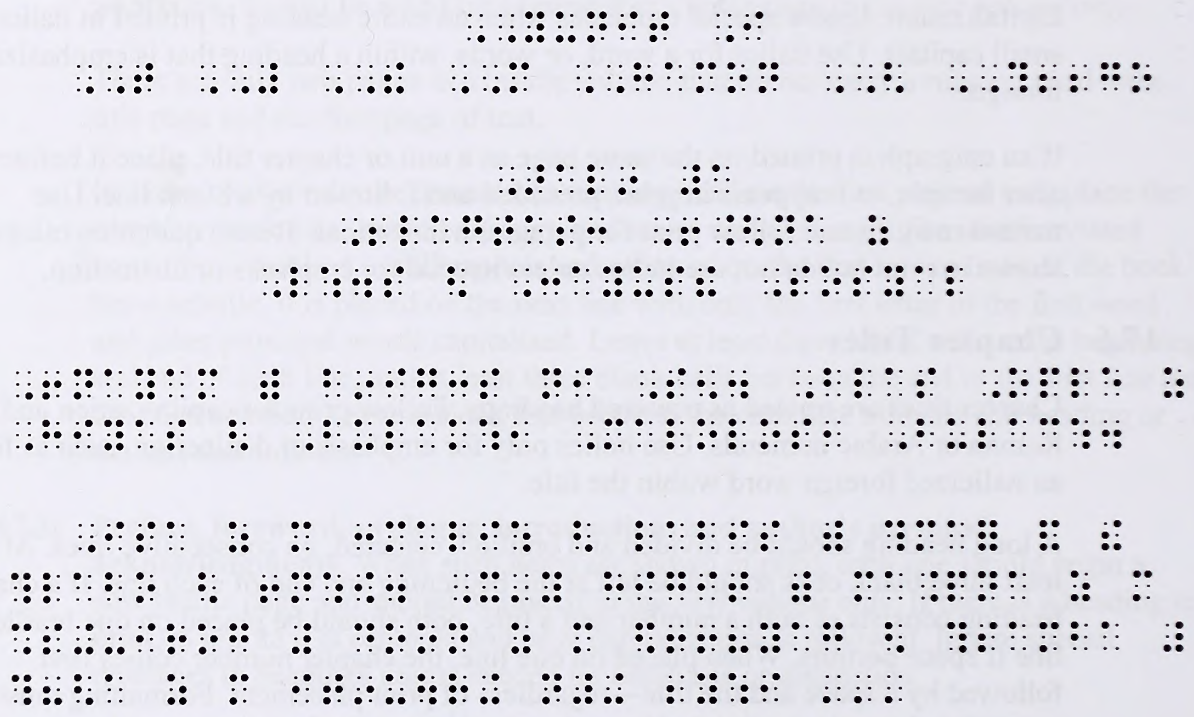
[Assume that this is the first page of text, and that in print "Yunit I" is on a page by itself.]

YUNIT I
TAYO AT ANG MGA HAMON NG PAGBABAGO

Aralin 1
Balagtas: Pangunguna sa Landas ng Kaayusang Sosyal

Panayam na binigkas ni Sen. Blas Ople sa Hiyas ng Bulakan, Malolos, Bulacan.

Isa sa mga kamalian ng labis na pagmamahal ay ang paglabo ng pananaw. Ito'y higit na mapupuna sa mga magsing-irog at doon sa mga nagpapahayag ng pagsamba at paghanga sa mga itinuturing nating bayani …



The ideal place for a volume division is at the end of a chapter or other unit of the text. When this is not possible, division should be made at a point where there is a logical break in context or thought. Do not divide in the middle of a paragraph, no matter how long that paragraph may be.

The optimal size of a braille volume is seventy-five braille sheets, but may vary between seventy and eighty sheets. If the total number of braille sheets exceeds eighty, divide the book into two volumes, even though this results in volumes of as few as forty-five sheets. Because of the bulk of a braille volume, division should always favor smaller volumes. The variation between any two volumes in the same book should not exceed fifteen sheets.

17.8 Appendixes, Glossaries, Bibliographies and Indexes.

When such items are shown in print they should be reproduced in braille. Each one begins a new braille page with the heading as shown in print centered on the third line. Leave a blank line to separate the heading from the following text.

17.9 End-of-Volume and End-of-Book Indication

The Resources for the Blind, Inc. requires an end-of-volume indication on the certification manuscript.

Indication of the volume ending should appear on the last page of the volume whether that page contains text, an author's notes, index, or any other material. The words **WAKAS NG BOLYUM** followed by the appropriate volume number (such as WAKAS NG BOLYUM 4) are centered below the last line of braille on the last page of each volume except the final one. In the final volume, only the words **WAKAS** are used.

Whenever possible, one blank line should precede the end-of-volume indication. However, if a volume ends on line 24 of the page, line 25 should be used for this purpose. When a volume ends on line 25, the end-of-volume indicator may be placed on that line so long as there is room for three blank cells between the end of the text and the end-of-volume indicator. If this is not possible, the last line of braille text must be carried over to another page.

EXERCISE

Prepare the following material for submission to the instructor. It consists of the title page, contents and other preliminary pages, as well as portion of text from Pagpapahalaga sa Aking Daigdig (Batayang Aklat sa Ikaapat na Taon) nina F.R. Uygan, I.V. Animosa, L.P. Avena and I.C. Balazo.

Transcribe this material using a 40-cell braille line. Use textbook-style pagination.

When preparing the title page, assume that this book will consist of four volumes, and that Volume 1 will end with braille page 74.

Since this is only a portion of a book, do not use an end-of-volume or end-of-book indicator on the last page.

Pagpapahalaga sa Aking Daigdig

Batayang Aklat sa Ikaapat na Taon

Pagpapahalaga sa Aking Daigdig

Batayang Aklat sa Ikaapat na Taon

- FELICITAS R. UYGAN
- IMELDA V. ANIMOSA
- LORENZA P. AVENA
- ILUMINADA C. BALAZO

- LETICIA F. DOMINGUEZ, Ph.D.
Tagapag-ugnay

LG&M, Corporation

17-141

Pagpapahalaga sa Aking Daigdig
Batayang Aklat sa Edukasyon sa Pagpapahalaga
Ikaapat n,a Taon

Edisyon 2000

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Karapatang-ari © 2000 ng LG&M Corporation at nina Imelda V. Animosa, Lorenza P. Avena, Iluminada C. Balazo, Leticia F. Dominguez, Ph.D atFelicitas R. Uygan.

Reserbado ang lahat ng karapatan. Ang alinmang bahagi nito ay hindi maaaring ilathala o ilabas sa anumang anyo, kasama na rito ang pelikula, nang walang nakasulat na pahintulot ang Tagapaglathala at mga may-akda. Hindi sakop ng karapatang-ari ang suring-aklat na ilalathala sa mga pahayagan at magasin.

Inilathala sa Pilipinas ng LG&M Corporation
Gregorio Araneta Avenue cor. Maria Clara St., Quezon City

Mahal naming Mag-aaral,

Ito ang ikaapat na aklat sa serye ng Edukasyong Pagpapahalaga. Tulad ng mga naunang aklat, ihahatid ka nito, sa pamamagitan ng pagpapahalaga sa iyong mga karanasan, sa lalong pag-unawa sa iyong sarili tungo sa paglinang ng kaganapan ng iyong katauhan.

Pagkatapos ng tatlong taong karanasan sa paglinang ng pagpapahalaga at sa mga proseso ng ikaapat na taon, inaasahang ikaw ay nagtamo na ng malawak na pang-unawa sa mga konsepto ng Edukasyong Pagpapahalaga. Lalo nang naging bukas at malawak ang iyong pang-unawa sa mga bagay-bagay sa iyong kapaligiran tungo sa lalong pagpapaunlad ng pagkatao.

Ngayong nasa ikaapat na taon ka na sa sekundarya, habang nagtatamo ka ng higit na malalim na kamalayan sa iyong mga karapatan at pananagutan bilang mamamayan, lalo mong pahahalagahan ang pagiging Pilipino. Patuloy mong mauunawaan ang iyong sarili sa iyong pakikipag-ugnayan sa bayan at sa likas na yaman at malawak na pagkakataong handog nito. Makikilahok ka sa pagsusuri ng mga sitwasyon ng bansa bilang Pilipino. Mababatid mong kailangang lalong lumawak ang iyong pagpapahalaga upang makatugon sa mga pangangailangan ng bayan at ng kapwa Pilipino. Matatanim sa iyong puso at isipan na ang iyong pananaw sa iyong mga pananagutan ay lumalabas na sa hangganan ng sarili mong bayan patungo roon sa lalong malawak na kabuuan—ang pamayanang daigdig.

Binubuo ng apat na yunit ang aklat na ito—Ang Yunit I, *Ako, sa Aking Daigdig,* ay lalong nagpapakilala ng pakikipamuhay sa daigdig na iyong ginagalawan; ang Yunit II, *Pagbabago Tungo sa Maunlad na Daigdig*, ay lalong nagpapaunlad sa iyong pagpapahalaga sa papel na ginagampanan ng iyong kapwa sa iyong pag-unlad bilang tao; ang Yunit III, *Aking mga Talento, Lilinangin Ko*, ay gumigising sa lalong taimtim na pag-ibig sa Inang Bayan at matapat na paghahangad na makilahok sa mga gawaing magsusulong sa kapayapaan at kaunlaran ng pamayanang daigdig; at ang Yunit IV, *Buhay... laalay sa Mundo*,ay lalong naglalapit sa iyo sa Panginoon. Lalo mong napahahalagahan ang pagsubaybay sa iyo ng Lumikha upang mapanuto ka sa pagtahak sa landas ng pagpapahalaga sa pamayanang daigdig.

Sa paghahanda ng aklat na ito, sinikap namin na lalo pang mapayaman ang mga araling tumutugon sa layuning itinatadhana sa *Philippine Secondary Schools Learning Competencies* (PSSLC).

Ang mga May-akda

Nilalaman

YUNIT I. AKO, SA AKING DAIGDIG 2

ARALIN 1 Ito Ba Ako?..... 3
ARALIN 2 Karapatan: Isapuso at Isabuhay..... 14
ARALIN 3 Paggawa Tungo sa Kapayapaan at Kaunlaran 22
ARALIN 4 Ako ay Isang Pilipino 34

YUNIT II. PAGBABAGO TUNGO SA MAUNLAD NA DAIGDIG 76

ARALIN 5 Igalang: Karapatan ng Tao at Katarungang Panlipunan 77
ARALIN 6 Isapuso'y Katapatan..... 88
ARALIN 7 Ako, sa Aking Tahanang Daigdig..... 96
ARALIN 8 Pinakadiwa ng Pag-ibig..... 106

YUNIT III. AKING MGA TALENTO, LILINANGIN KO..... 152

ARALIN 9 Talino at Kakayahan, Tulay sa Pandaigdig na Pag-unlad at Kapayapaan..... 153
ARALIN 10 Talento'y Gamitin sa Pag-unlad Mo..... 162
ARALIN 11 Angking Talino, Gamitin sa Paggawa..... 170
ARALIN 12 Talento Mo, Biyaya sa lyo..... 180

YUNIT IV. BUHAY...IAALAY SA MUNDO..... 228

ARALIN 13 Mahal Tayo ng Poong Lumikha..... 229
ARALIN 14 Ako, sa Pagbuo ng Mag-anak at ng Bansa..... 236
ARALIN 15 Sa Maraming Landas ng Buhay..... 244
ARALIN 16 Susi sa Buhay..... 252

TALAHULUGAN..... 294

YUNIT I
AKO, SA AKING DAIGDIG

Sinabi ni Socrates: "Dapat makilala ng bawat tao ang kanyang sarili sapagkat sa pagkilala sa sarili nag-uugat ang pag-unawa sa daigdig at sa kalikasan."

Kabataan, huwag mong akalaing ikaw ay isa lamang munting tinig sa isang kalawakang tila walang hanggan, o kaya'y isang maliit na bato sa ilang na tinitisud-tisod lamang. Kung ikaw ay isang munting tinig, idagdag mo ang tinig na iyan sa lalong karamihan at maririnig ito sa lawak na walang hanggan. Kung ikaw naman ay isang munting bato, kapag inilakip ka sa ibang bato'y makatutulong ka sa pagtatayo ng isang bantayog.

Mahalaga ka, kabataan. Ang pagpapahalagang iyan ay dapat magsimula sa iyo na rin. Hanapin mo ang iyong sarili; alamin mo ang iyong mga kakayahan at kahinaan. Lalo mong palakasin ang iyong kakayahan sapagkat ito ang gagawin mong batong tuntungan tungo sa pagpapalakas ng iyong mga kahinaan.

Subalit hindi nagtatapos sa pagkilala sa iyong pagkatao ang kahulugan ng makahulugang bagay. Ihanda mo ang iyong sarili sa pagiging isang kapaki-pakinabang na mamamayan. Ang isang kapaki-pakinabang na mamamayan ay nakikisangkot sapagkat siya'y may kamalayang panlipunan. Nauunawaan niya ang mga makabuluhang pangyayari sa kanyang paligid.

Humayo ka, kabataan. Isulong mo ang iyong kamalayan at palawakin ang iyong pananaw mula sa munting daigdig ng tahanan tungo sa malawak at masalimuot na daigdig.

Aralin 1
Ito Ba Ako?

Walang tao, bata man o matanda, may pinag-aralan man o wala, ang ganap na nakakakilala sa kanyang sarili. May mga pagkakataon sa buhay na gulat ka pang nagawa mo ang isang bagay na sa mga nagdaang panahon sa iyong buhay ay ganap ang iyong paniniwalang hindi mo magagawa. At sasabihin mo, "Kaya ko pala."

Ang kakulangan ng pagkakilala sa sarili ang madalas na dahilan ng kawalan ng pagtitiwala ng tao sa kanyang kakayahang bumuo ng tamang desisyon, makipagsapalaran upang mapaunlad ang buhay, ipaglaban ang karapatan, at harapin ang mga pananagutan.

Ikaw, kabataan, ang madalas malito at hindi mo masagot kung sino ka bang talaga. Napapansin mo ang maraming pagbabago sa iyong sarili, pagbabagong pisikal, emosyonal, mental at ispiritwal na hindi mo maipaliwanag kaya lalo kang nalilito. At lalong hindi mo makilala ang sarili mo.

Paano mo kaya mababatid ang taglay mong kakayahan pati na mga kahinaan upang lalo mong mapaunlad ang iyong sarili?

Hindi matatawaran ang kahalagahan ng ating lubos na pagkakakilala sa ating sarili. Ito ang magiging daan sa pag-unlad hindi lamang ng ating pansariling kalagayan. Ikaw ay nasa hustong gulang na upang mapaunlad din ang kalagayan ng nakararami sa ating paligid, hindi lamang ang buhay ng iyong mga kapitbahay, kanayon o kabayan, kundi pati na rin ang buhay ng mga mamamayan ng ibang bansa sa daigdig.

Magagawa Mo

Si Gener ay may gulang na labinlimang taon at nasa ikatlong taon na ng haiskul. Para sa isang tinedyer na tulad niya, kapansin-pansin ang kawalan niya ng kibo, sa tahanan man o sa paaralan. Walang maituturing na barkada niya sapagkat hindi naman siya sumasama sa mga kabataang tulad niya sa lakad ng mga ito. Kung nasa bahay na siya ay sa sariling silid siya naglalagi. Kahit ang kasama niya ay ang mga magulang at kapatid, bihira siyang magsalita lalo na ang makipagbiruan.

Sa paaralan man ay gayon din ang ugali ni Gener. Hindi siya nakikilahok sa talakayan. Hindi nagtataas ng kamay kahit na alam ang sagot. Subalit alam ng guro na matalino si Gener sapagkat bihira ang kanyang tanong na hindi nito nasasagot kapag tinawag. Mataas ang nakukuha nito sa mga pagsusulit. Naging palaisipan sa guro kung paano niya mababago ang ugali at gawi ni Gener.

Sumapit ang Agosto kung kailan ginaganap ang pagdiriwang ng Buwan ng Wika. Nagkaroon sa paaralan ng paligsahan sa talumpatian. Naisip ng guro ni Gener na isali ito sa paligsahan. Maganda ang tindig nito, mataginting o may timbre ang tinig, kaaya-aya ang personalidad. Mahiyain nga lamang at parang takot sa tao. Gaganyakin niyang mabuti si Gener na lumahok sa paligsahan.

Biglang namulat at napatungo si Gener nang marinig ang sinabi ng guro. Hindi siya nakapagsalita. Isasali siya ng guro sa paligsahan? Takot lang niya. Hindi niya kaya! Hindi maaari!

Naging matiyaga ang guro sa paghimok kay Gener. Ipinakita niya ang talumpating bibigkasin nito. Ipinagdiinan niya ang ganap na paniniwala sa kakayahang taglay ng tinedyer. Ipinabasa niya nang malakas kay Gener ang talumpati. Wari'y talagang walang tiwala sa sarili ang mag-aaral sa kabila ng pagtitiwala ng guro.

Autistic, Nanguna sa Klase

"Ako po si Fidel Raymond Cabral, isang *autistic*." Ganito sinimulan ni Cabral ang kanyang valedictory address nang siya'y magtapos na *valedictorian/cumlaude* ng klase '99 sa St. Benedict College sa Alabang Hills, Muntinlupa. Ito ang kauna-unahang pagkakataon sa kasaysayan ng edukasyon sa Pilipinas na ang talumpati ng *valedictorian* sa kolehiyo ay nagsimula nang ganito. Nagbunga ang kanyang sinabi ng lalong paghanga sa kanya ng mga nakikinig.

Ang autismo ay isang panghabangbuhay na kapansanang nakapag-papahina sa kakayahan ng isang taong umunawa sa impormasyon at mga nakikita sa paligid, makipag-usap at makipag-ugnayan sa kapwa at kapaligiran. May mga gawi at kilos itong kakaiba at ang mga ito ay lubhang kapuna-puna.

Tinanggap ni Mandy, palayaw kay Cabral, ang diploma ng *Bachelor of Science in Business Management Major- in Entrepreneurship.*

"Pagsubok ng Panginoon ang autismo. Ngunit sa halip na maghinanakit at mawalan ng pag-asa, tinanggap ko ito nang maluwag sa puso. Hindi ako nawalan ng pag-asa na tatanggapin ako ng aking kapwa na kapantay rin nila; na kahit ano pa ako, sa tulong ng pagsisikap at positibong pananaw, ako ay magtatagumpay; na kung magpakita ako ng kabutihan sa iba, ang igaganti nila sa akin ay kabutihan din," sabi ni Mandy.

Si Mandy ay ikalawa sa tatlong supling na pawang lalaki ni Exequiel, isang inhinyero, at ni Fe, isang nars sa Philippine General Hospital hanggang sa siya ay magbitiw sa tungkulin upang mabigyan ng lalong atensyon ang kanyang mga anak lalo na si Mandy na nagpakita ng kakaibang pag-uugali noong bata pa man ito.

Nang apat na taon na si Mandy, napansin ng mga magulang na hirap siyang magsalita, isa o dalawang salita lamang ang kanyang nasasabi. Napakagana niyang kumain, hindi siya makatingin nang tuwid sa mata ng kapwa at takot siyang makiharap sa mga ito. *Hyperactive* o sobrang likot ang bata.

Sa kanyang unang paaralan, ang kanyang naiibang ugali ay lalong naging kapansin-pansin. Naging mahirap para sa mga guro ang pagkontrol sa kanya. Paikut-ikot siya sa silid-aralan at hindi nakikilahok sa mga gawain ng klase. Dahil dito, pinayuhan ang kanyang mga magulang na alisin ang bata sa paaralang iyon. Nagpalipat-lipat siya sa may pitong paaralan sa elementarya at haiskul.

Pinagtiyagaan ng nagmamahal na mga magulang ang anak. Dinala nila ito sa mga manggagamot, *psychologist* at *therapist*. Ipinasok nila ang bata sa paaralan para sa mga natatanging bata upang hindi ito matigil ng pag-aaral. Hindi naman sila nabigo.

Likas na matalino si Mandy sa kabila ng kanyang kapansanan. At dumating nga ang isa sa pinakatampok na pangyayari sa buhay ni Mandy, ang pagtatapos niya nang may pinakamataas na karangalan sa kolehiyo.

Nagpapasalamat si Mandy sa tinamong kapansanan ngunit may pag-aagam-agam pa rin siya sa magiging kapalaran sa hinaharap. "May tatanggap kaya sa aking kompanya kung malalaman nilang ako ay *autistic*? Opo, ako ay pararangalan ninyo bilang *valedictorian* at *cum laude* pero hindi pa rin ako nakatitiyak na makapag-empleyo sapagkat ako ay *autistic*. Ang katotohanang ito ay mahirap sa akin na tanggapin. Pagkatapos ng matagal na pagsisikap, kailangang patunayan ko nang paulit-ulit na ako ay karapat-dapat na humanay kasama ng ibang normal na tao... Pero alam kong hindi ako dapat malungkot o mangamba sapagkat napakaraming biyaya na ang natamo ko na galing sa Diyos." Bahagi pa rin ito ng talumpati ni Mandy sa kanyang pagtatapos.

Hango sa PDI, Abril 11, 1999

5

Lesson 18

The Trial Manuscript and Certification

Upon completion of Lesson 17 the student has been introduced to all of the rules of literary braille. In order to achieve RBI certification and to demonstrate that the rules have been mastered, the student is now asked to prepare and submit a manuscript to Resources for the Blind, Inc.

18.1 In General

The certification manuscript must consist of at least thirty-five full braille pages, including preliminary pages, taken from textbook. Several partial pages adding up to twenty-five braille lines count as one page. If a transcription includes a dedication page that contains less than twenty-five braille lines but all other pages are full, thirty-six braille pages must be submitted.

Just as with the lessons in this instruction manual, the manuscript must be prepared using a braillewriter, a slate and stylus, or a computer using a direct-input braille program. Manuscript prepared using translation programs, where the material is typed in, is not permitted.

This is a test of the rules of literary braille format using textbook-style pagination. Consequently, a manuscript prepared using literary-style pagination will not be accepted.

Manuscripts must be submitted in single-sided embossed form or simulated braille sent through email. Interpoint (braille on both sides of the page) will not be accepted.

A copy of the print book used for the certification manuscript, or photocopies of the pages transcribed including all of the preliminary pages contained in the print copy, should accompany the manuscript. The print copy will be returned along with the evaluation report.

18.2 Choosing a Book for the Manuscript

The book selected for the manuscript should not be so technical in nature that the student must concentrate on technicalities rather than on producing neat and accurate braille. On the other hand, it must not be so rudimentary that it does not present average vocabulary and sentence structure. The book chosen for the manuscript *must contain a table of contents* and use a level of vocabulary approximately equal to a high school text.

The manuscript should resemble a complete braille book as closely as possible. It should be transcribed using a 40-cell braille line and a running head. When the required numbers of pages have been transcribed, end at a logical place such as at the end of a paragraph. Points will be deducted if the manuscript ends in the middle of a sentence. The words **WAKAS** should be placed on the last page in the prescribed manner.

18.3 Structuring the Book

Structuring is the term used for carefully perusing and making decisions as to how to handle the basic braille layout of the book. It is very important that this be done for every book before starting to braille. Structuring ensures consistency throughout a braille version. When structuring the book that you have chosen for the manuscript, look for such things as dialect, special typefaces, foreign words and phrases, quoted material, preliminary page setup, headings, graphs and tables. Decide how you are going to handle each item *before* you start to braille. Also decide upon the running head and centered or cell-5 headings. If there are items in the book that you are not comfortable with, such as maps or flowcharts, choose a different book for the manuscript.

18.4 Beginning Pages

All pages at the beginning of a book, such as dedication, acknowledgments, preface, author's note, foreword, table of contents, introduction, or prologue should be included in the braille transcription, with one exception – none of the items discussed under 17.2*g Cover/Jacket Material* are to be included in the manuscript.

The title page should be prepared following the instructions in Lesson 17 with each line centered. After certification, future title pages should be prepared at the direction of the agency for which the transcriber works.

Instead of putting the name of the transcribing organization they are affiliated with, students should put their own name as the transcriber.

Because the manuscript is a facsimile of a complete book, place the words **Inilimbag sa Isang Bolyum** instead of Bolyum 1 on the title page. The contents page should contain only the chapters and pages that actually appear in the thirty-five pages of the manuscript. Do not braille the entire table of contents.

A special symbols page and a transcriber's notes page should be included if appropriate.

18.5 Hyphenation

Although some agencies no longer require that words be divided between braille lines, maximum use of the braille line is expected in the manuscript, and therefore words should be divided. Use a dictionary or speller/divider no more than ten years old to check for proper syllabication. If an unusual proper name cannot be found in a dictionary or a

listing of biographical names, it is best not to divide it between lines. Carry the entire name to the next line. This should be explained in the letter to the evaluator (see Letter to the Grader in Lesson 18.10). Refer to 2.5*a* for general guidelines regarding hyphenation.

18.6 Accuracy and Neatness

A high degree of accuracy and neatness is expected of the student in the preparation of the certification manuscript. Accuracy includes a thorough and exact reproduction of the print text with respect to wording, spelling, punctuation, the correct formation of braille characters, the proper use of contractions, the correct application of all rules of braille transcribing, the proper division of words, and the use of correct braille formats. Neatness includes uniformly clear dots, evenly spaced lines, and the absence of extensive or poorly made erasures. If an error has been made in page numbering, the appropriate pages must be repeated. Manuscripts containing a repetition or omission sign will not be accepted.

Omission or repetition of part of the text is undoubtedly the most serious error that can occur because it results in material that is often incomprehensible to the reader. As such an error is most likely to occur when the same word or words appear on two consecutive print lines, you are cautioned to guard against losing your place in the print copy, thereby either omitting the second line or repeating the first line.

18.7 Erasures

If the grader of the manuscript can feel an erasure, it will be counted as an error. Therefore, erasures should be resorted to only rarely. Follow the directions for erasing as presented in the *General Course Instructions* at the beginning of this book.

18.8 Editing

It is the job of the transcriber to duplicate the print copy as faithfully as possible. The transcriber is in no sense an editor and should not seek to substitute his or her judgment for that of the author as to what constitutes correct usage. This is especially true for capitalization, punctuation, and hyphenation — where there is wide variation in practice among writers and publishers. The author must be permitted his idiosyncrasies in such matters.

There are occasions in print (just as in braille) when errors do occur, and the transcriber should correct these. However, this should be done with great circumspection. In correcting spelling, for example, be sure that what is shown is not simply an alternate or archaic spelling.

18.9 Proofreading

The certification manuscript should be the work of the student and no one else. While preparing the manuscript, the pages should be proofread as they are brailled. After brailling seven to ten pages they should be proofread again. When the manuscript is

finished, it is suggested that it be left alone for at least a week. The final proofreading, after the student has had a rest from the material, should expose any remaining errors. If the manuscript is generated by a computer, the pages should be carefully proofread *after* embossing.

The work *should not* be proofread by anyone other than the student. The trial manuscript is a test of the student's knowledge and ability, not of anyone else's proofreading skills.

18.10 A Letter to the Grader

A letter from the student to the grader which is written in braille should accompany every manuscript. In the letter, tell the grader what dictionary was used as well as anything unusual that was encountered in print such as format irregularities or unusual foreign names. If dialect was encountered in the print, or if the student made an "educated guess," divided a word that could not be found in a dictionary, or if any editing (see *Editing* in Lesson 18.8) was done, these things should also be explained. Do not include these explanations on a transcriber's notes page. The letter is not to be counted as part of the thirty-five-page manuscript. Points will not be deducted for errors in the letter.

18.11 Mailing the Manuscript

In preparing the trial manuscript for mailing, be sure that the pages are assembled in proper sequential order with the embossed side facing up. Then tie them securely together. A print copy of all of the front matter from the book chosen for the manuscript, a copy of all of the print pages that were transcribed, and the braille manuscript should be placed in a box or adequately wrapped to protect them from damage. Photocopies of the print are acceptable.

Exercises and trial manuscript can also be emailed to RBI at lorrie@blind.org.ph as stated in the General Course Instructions on page ix.

18.12 Grading

The following system for grading manuscripts has been adopted. A perfect manuscript will be given a grade of 100. A grade of 80 is required for certification. The list below shows how points will be deducted for errors. If the same error in the use or omission of contractions or in word division occurs consistently with respect to the same word, it will be counted only once. Format errors may sometimes be counted together as a single error. Otherwise, each error will be counted separately.

Errors and Points

Contractions omitted or misused: 2
Characters malformed (including added or omitted dots): 1
Incorrect division of words: 2
Letters inserted or omitted: 2
Text omitted or repeated: 3

Spacing errors: 2
Format irregularities: 2
Omitted or inserted punctuation or composition signs: 2
Erasures, if detected: 2

If the score on the first manuscript is between 75 and 79, the student will be asked to submit a second manuscript of twenty-five pages. If the student still has not reached a successful score after the third try, he or she is directed to wait twelve months and retake the transcribing course before submitting the final fourth manuscript.

Appendix A.

Correct Print for Braille Reading Practice

LESSON ONE

ama	ekis	upo	ibon
puno	usa	fax	silya
mesa	tela	lapis	sahig
niña	zoo	takbo	blusa
laso	juice	tv	mtv

LESSON TWO

Ang NOLI at EL FILI ay sikat sa mga kabataan.

Ang sabi ng amo ko, may masamang impluwensiya daw si G----4

Mahal ba ni Teresa ang kanyang pamangkin, Hilda?

Paborito ni Kim ang asul at pula.

Ang miryendang biskit, prutas at tsaa ay pwede na.

Si Hannah ay may pusang anim na linggong gulang.

Ang anak ni Joanna O'Reilly's na babae ay napakaganda.

Si Libyne ---- ay may sikreto.

LESSON 3

1. 51,000
2. May 2,000,000 boto si Mayor Malonzo.
3. SY 2004-2005
4. Dial3 1-800-468-4581
5. Disyembre 30, 1898 namayapa si Dr. Jose Rizal.

LESSON 4

1. Bakit kaya?
2. MGA YAMAN
3. dahil ikaw
4. Paano kaya?
5. ganoon rin
6. hindi sang-ayon
7. Ikaw lamang
8. mga hakbang
9. ito lamang
10. Para kailan?
11. Ako ay sang-ayon.
12. mahal na mahal
13. Hanggang kailan?
14. Wala na!
15. kailan lamang

LESSON 5

1. pag-ibig sa iyo
2. magulang ko
3. magmahalan tayo
4. karga ng tiya
5. malaking panyo
6. handog sa guro
7. isdang tuyo
8. malaking sawa
9. mahalagang laruan
10. magandang eroplano

LESSON 6

1. mga binata at dalaga
2. Papaano ito?
3. patuloy hanggang hapon
4. kailangan sa buhay
5. Ewan ko!
6. napakalaking bulaklak
7. pinakamahusay bumasa
8. magandang lokasyon
9. mga salita sa diksyonaryo
10. pinakamaikling salita
11. mag-aral ng leksiyon
12. maliit na komisyon
13. napakagat sa labi
14. umalis sa binata
15. salitan sa pag-awit

LESSON 7

1. Kainin mo na ang iyong pansit.
2. Ano bang napagkayarian ng mga pinuno?
3. Napabilis at napalaki ang hakbang niya kaya siya nadapa.
4. Sino pa ang umiyak?
5. Ang inyong damit ay makapal.
6. Papalitan ko ng buo ang barya mo.
7. Ang kapa ng damit ay kailangang pahabain.
8. Naglaga't nagluto ang ate ko.
9. Ang gawaing pangkabuhayang ito ay madaling mapangasiwaan.
10. May magandang kinabukasan ang anak mo.
11. Masakit kumagat ang hantik.
12. May kahulugan ang walong sinag ng araw sa ating bandila.
13. Kumuha ng kanin at patis ang kapatid ni Minda sa hapag-kainan.
14. Nabingi ako sa lakas ng sigaw mo.
15. Magpagamot agad kapag may nadamang sakit.
16. Arawan ang bayad ng suweldo nila.
17. Si Mario ay naaksidente kaya siya ngayon ay bingi.
18. Pakamahalin natin ang ating mga magulang.
19. Dumating na ba ang buwanang pensyon mo?
20. Ingatan mo ang kalusugan mo.
21. Madadala mo ba ang aklat na hinihiram ko?
22. Babawiin ang kasangkapan kapag hindi mo nabayaran agad.

LESSON 8

1. Inaasahan na magiging tahimik ang eleksyon.
2. Huwag damdamin ang pagiging isang bulag.
3. Ginagamit ng mga bulag ang braille sa pagbasa at pagsulat.
4. Igalang ang watawat sapagkat ito ay sagisag ng ating bansa.
5. Halos nagiging pabaya na siya pagkat marami siyang hindi nagawa sa kanyang trabaho.
6. Ang mga mamamayan ay may suliranin sa lipunan kahit mayroon silang karapatan at kalayaang ipahayag ito.
7. Sa kasalukuyan, ang pamahalaan ay sumusuporta sa karapatan ng mga bulag.
8. Dakila ang hangarin ng ilang mga kandidato samantalang ang iba naman ay hindi.
9. Ang kultura natin ay bunga ng salinlahi sa ating kasaysayan.
10. Ang kasalukuyang suliranin ng bansa ay ang ekonomiya.
11. Dapat awitin ang "Lupang Hinirang" nang may damdamin.
12. Samakatuwid ayon sa mga ipinahayag ng mga saksi, ang akusado ay walang kasalanan.
13. Halimbawang aalis ang pinuno, ang pansamantalang kapalit niya sa kanyang trabaho ay ang bise.
14. Si Pacquiao ang pinakadakilang Pilipino sa kasalukuyang henerasyon ng boksing.
15. Pinakamatagumpay si Guillermo Tolentino higit sa sinumang iskultor ng kanyang kapanahunan.

LESSON 9

1. Taun-taon ay nagkakaroon tayo ng pagdiriwang sa "Araw ng mga Guro."
2. Nakatutuwa at nakagigiliw ang batang magalang.
3. Parang tumpok-tumpok na damo ang mga bagay sa taluktok ng burol.
4. Mag-ingat sa pagbili ng isaw at bola-bolang isda.
5. Palikwad-likwad kung lumakad ang pato.
6. Unti-unting nauubos ang mga puno sa ating kagu-batan.
7. Kapuna-puna sa malayo ang pagkalaki-laki at kahanga-hangang parol na nakasabit sa plasa.
8. Pahinto-hinto ang aming paglalakbay dahil sa baku-bakong daan.
9. Masarap ang halo-halo at bilo-bilo.

10. Pinagputol-putol ang mga mahahabang sanga ng puno na sagabal sa kawad ng koryente.
11. Pulang-pula ang pisngi ni Nene nang siya'y binati ni Ron-Ron.
12. Iba-iba ang kuru-kurong inilalahad ng mga mag-aaral tungkol sa kani-kanilang pala-palagay sa nalalapit na eleksyon.
13. Ang mga kabataan ng Barangay San Roque ay sabay-sabay nagpapatala sa tanggapan ng Sanguniang Kabataan.
14. Pare-pareho ang kulay at yari ng mga damit ng kambal.
15. Kumpul-kumpol kung mamunga ang duhat.

LESSON 10

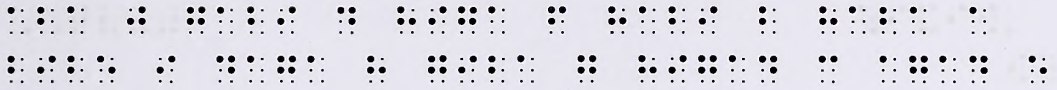
1. Sinabi ng propesor sa mga estudyante, "Magsulat ng opinyon tungkol sa islogang 'Tapat Ko, Linis Ko' na may kalakip na mga larawan."
2. Ang wika ni Inang, "Ang mag-anak ko ay simpleng maghanda ng 'noche buena' tuwing Pasko."
3. Sa salitang ibabaw, ang w ay maaaring alisin upang makabuo ng bagong salita.
4. Bumili ako ng bagong t-shirt.
5. Uminom ka ng Bitamina C para gumaling ang iyong ubo.
6. Sa EPP ay nag-aaral ang mga bata ng pagtagpi ng punit na damit.
7. Alin ang magandang sakyan, LRT o MRT?
8. "Humataw na naman si Gary," ang masayang sabi ni Carlos.
9. "Kayo ang asin at liwanag ng sanlibutan," ang sabi ni Hesus sa kanyang mga alagad.
10. Nauso ang damit na A-line noong kapanahunan namin.
11. Mapanganib ang sakit na SARS.
12. Mahalagang gamit ng mga inhinyero at arkitekto ang T-square.
13. Nagsulat kami ng mga pangalan mula a-z.

Appendix B.

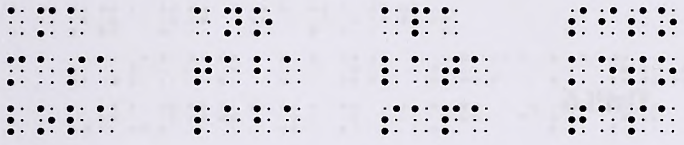
Correct Simulated Braille for Drills

LESSON 1

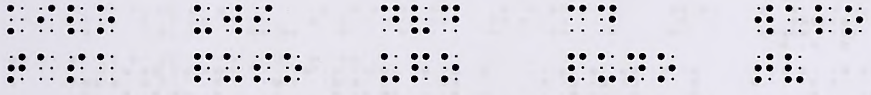
Drill 1



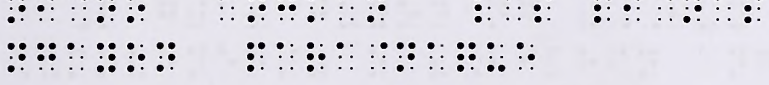
Drill 2



Drill 3

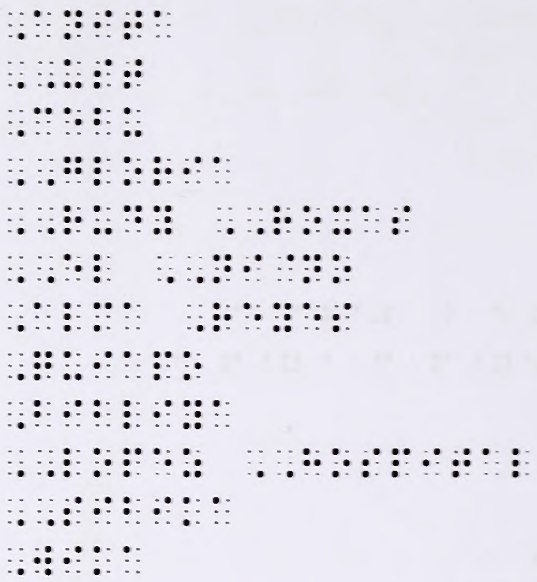


Drill 4

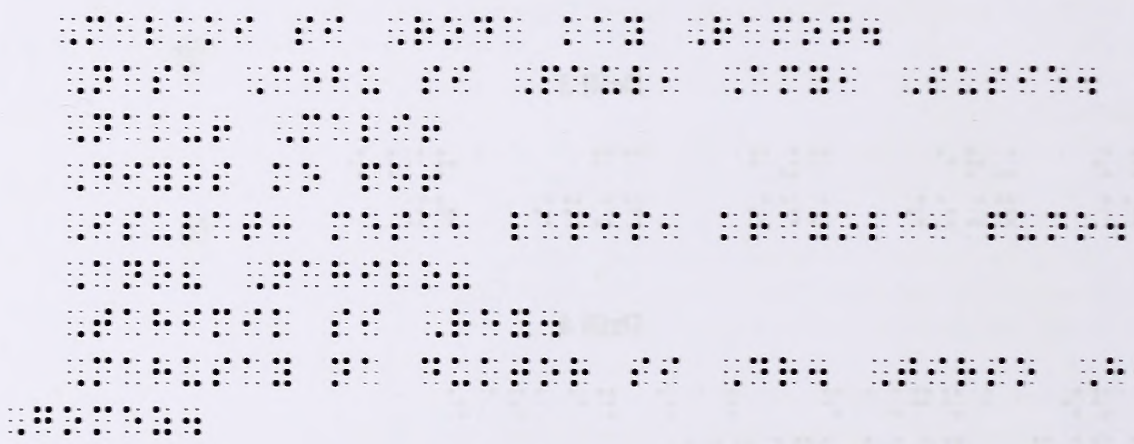


LESSON 2

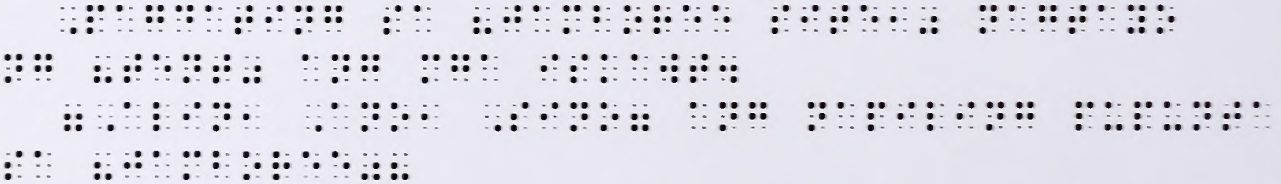
Drill 5



Drill 6



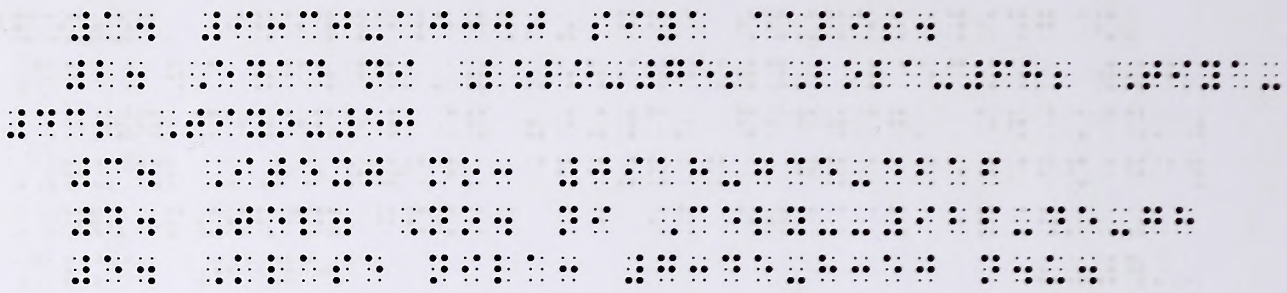
Drill 7



⠠⠠⠠

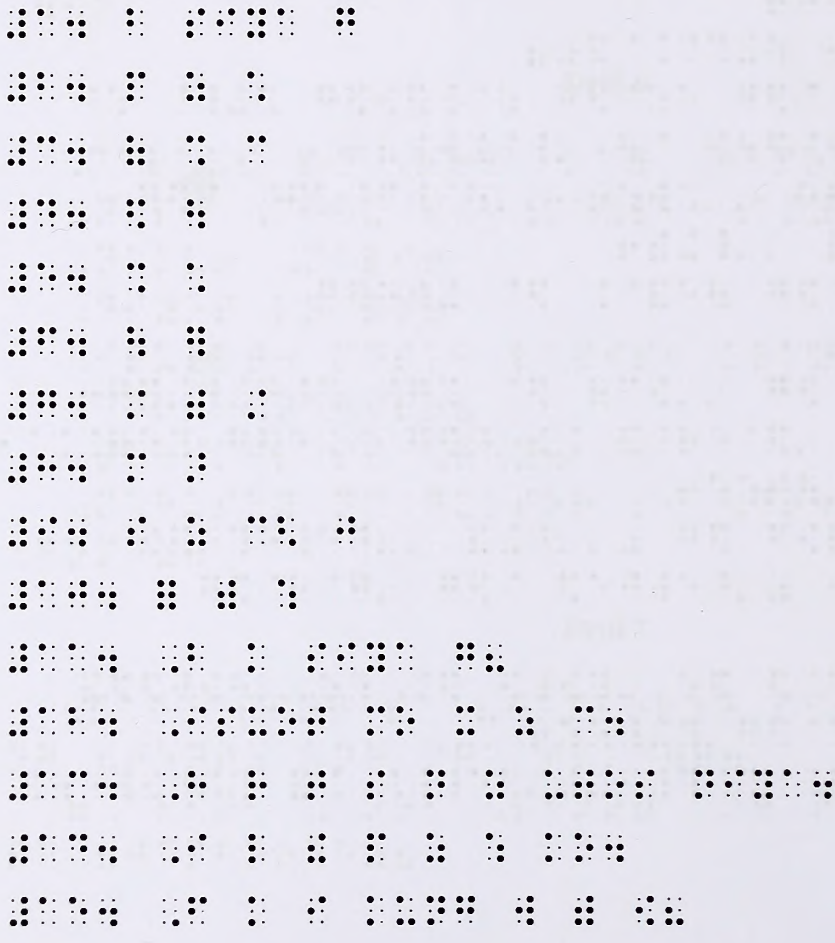
LESSON 3

Drill 9



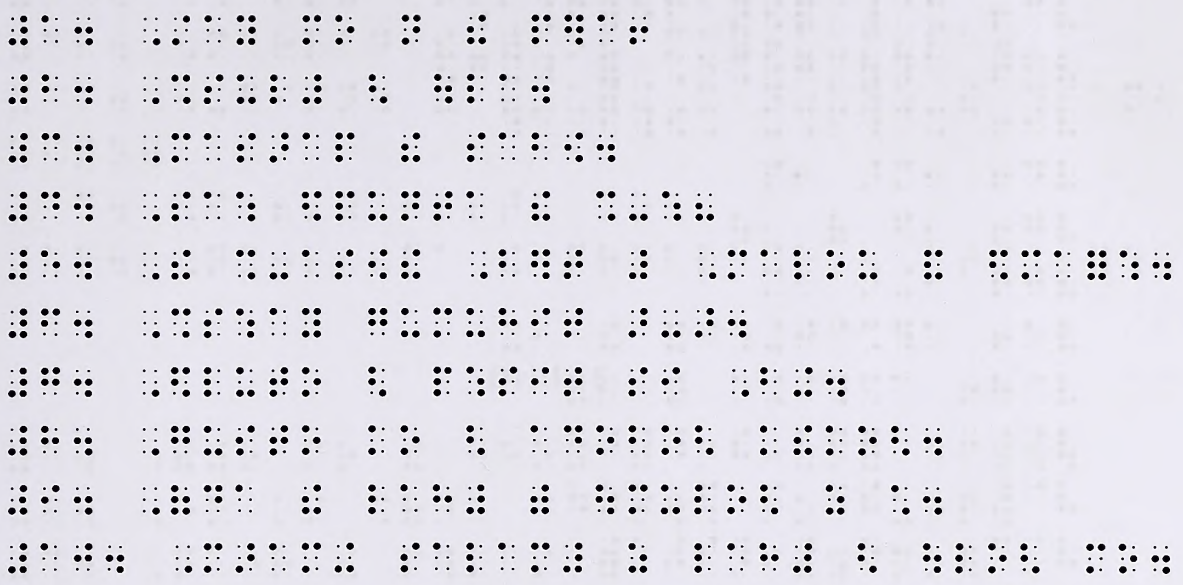
LESSON 4

Drill 10



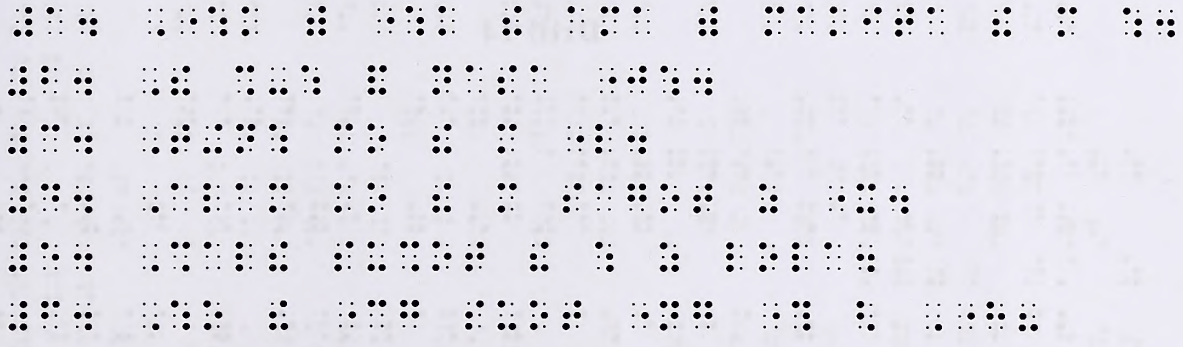
LESSON 5

Drill 11

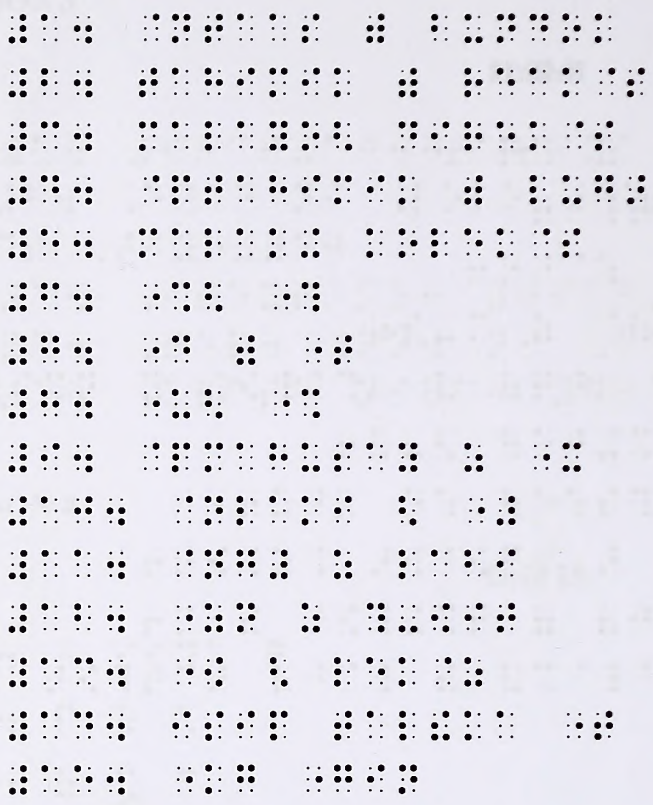


LESSON 6

Drill 12

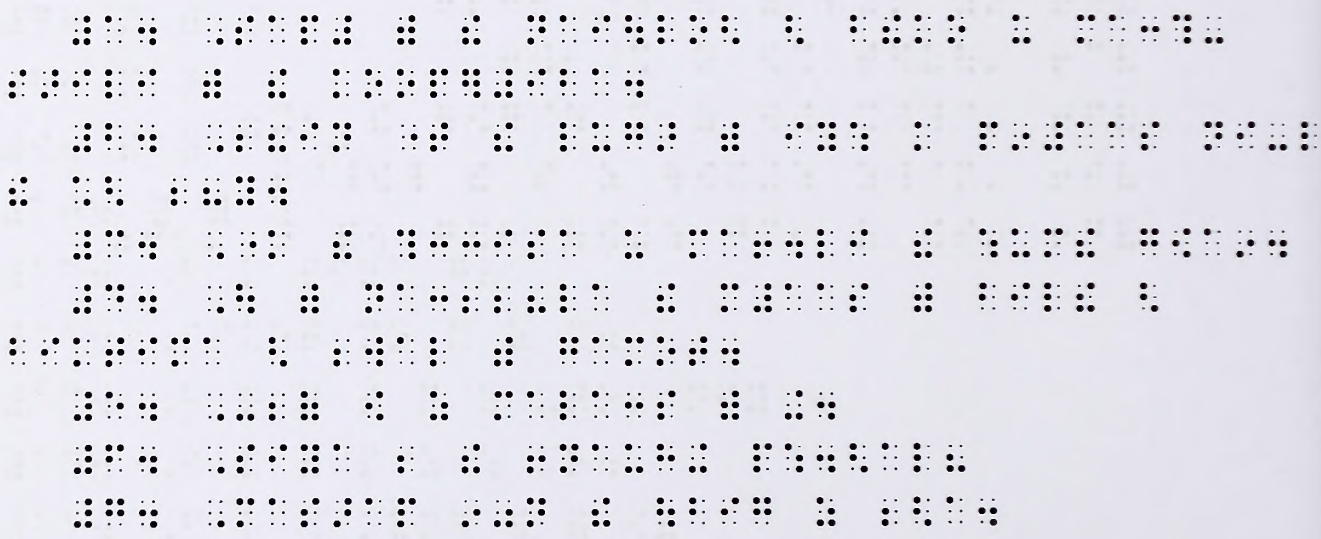


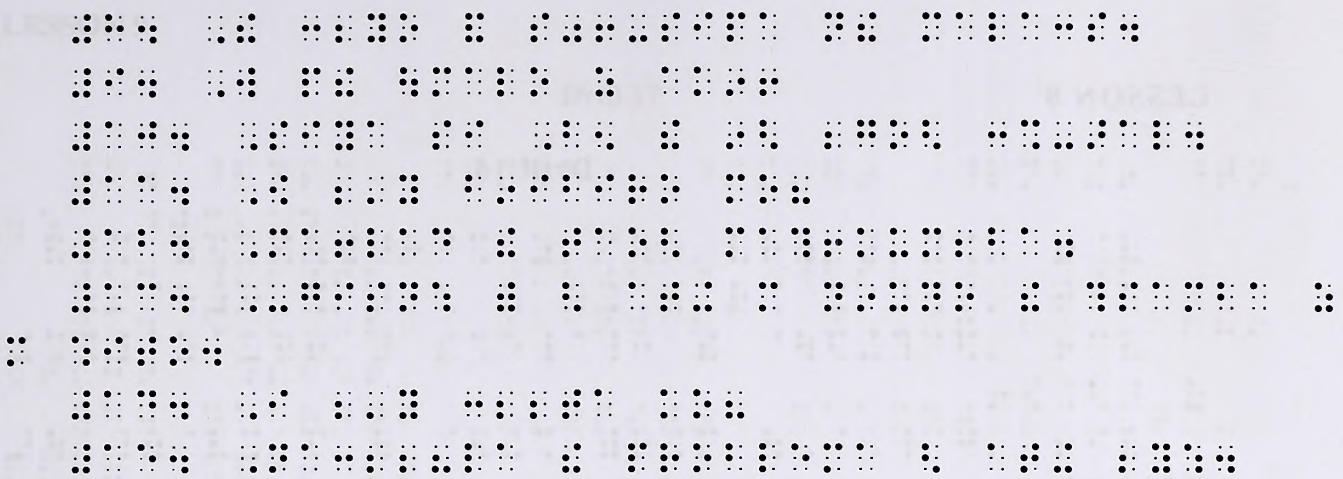
Drill 13



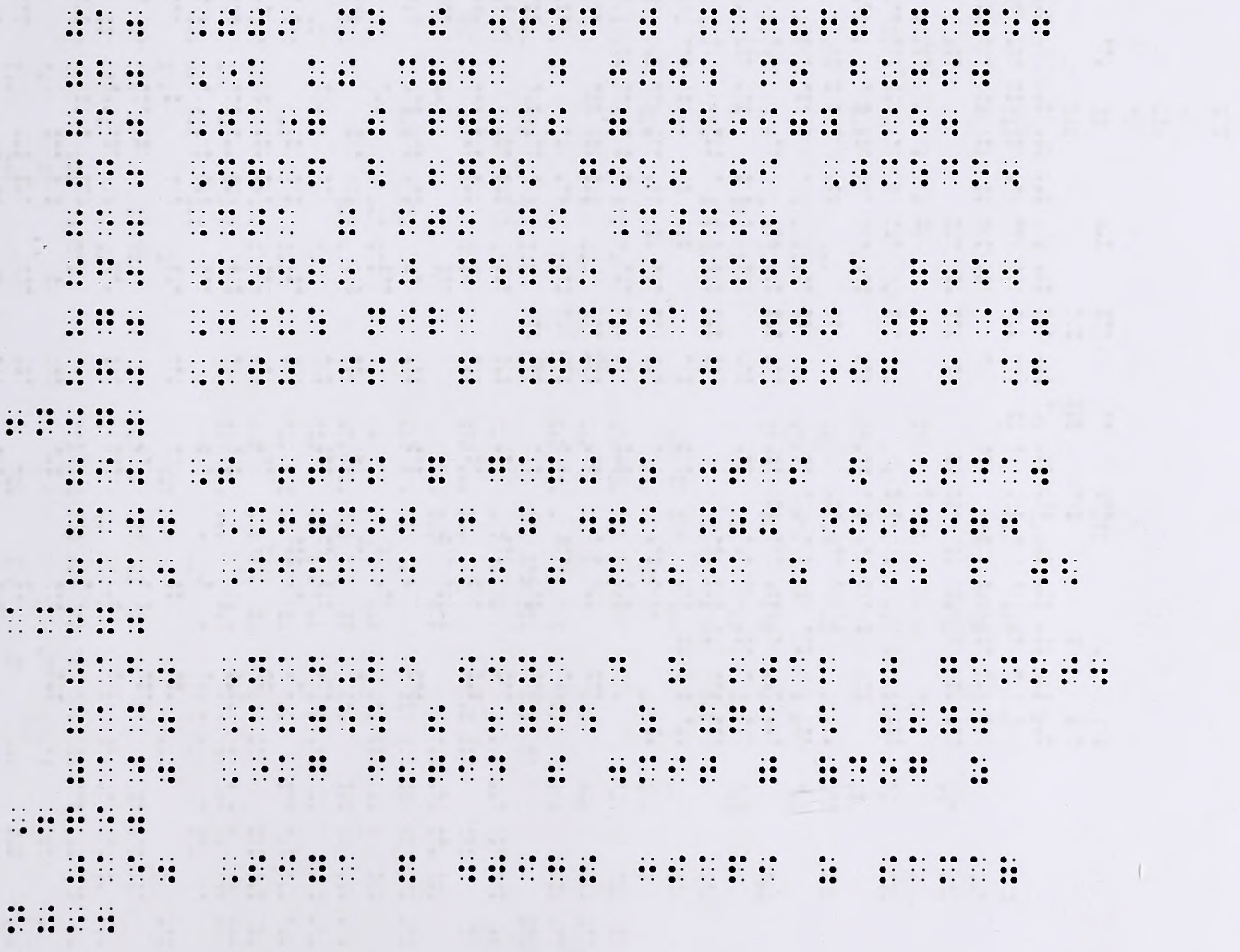
LESSON 7

Drill 14



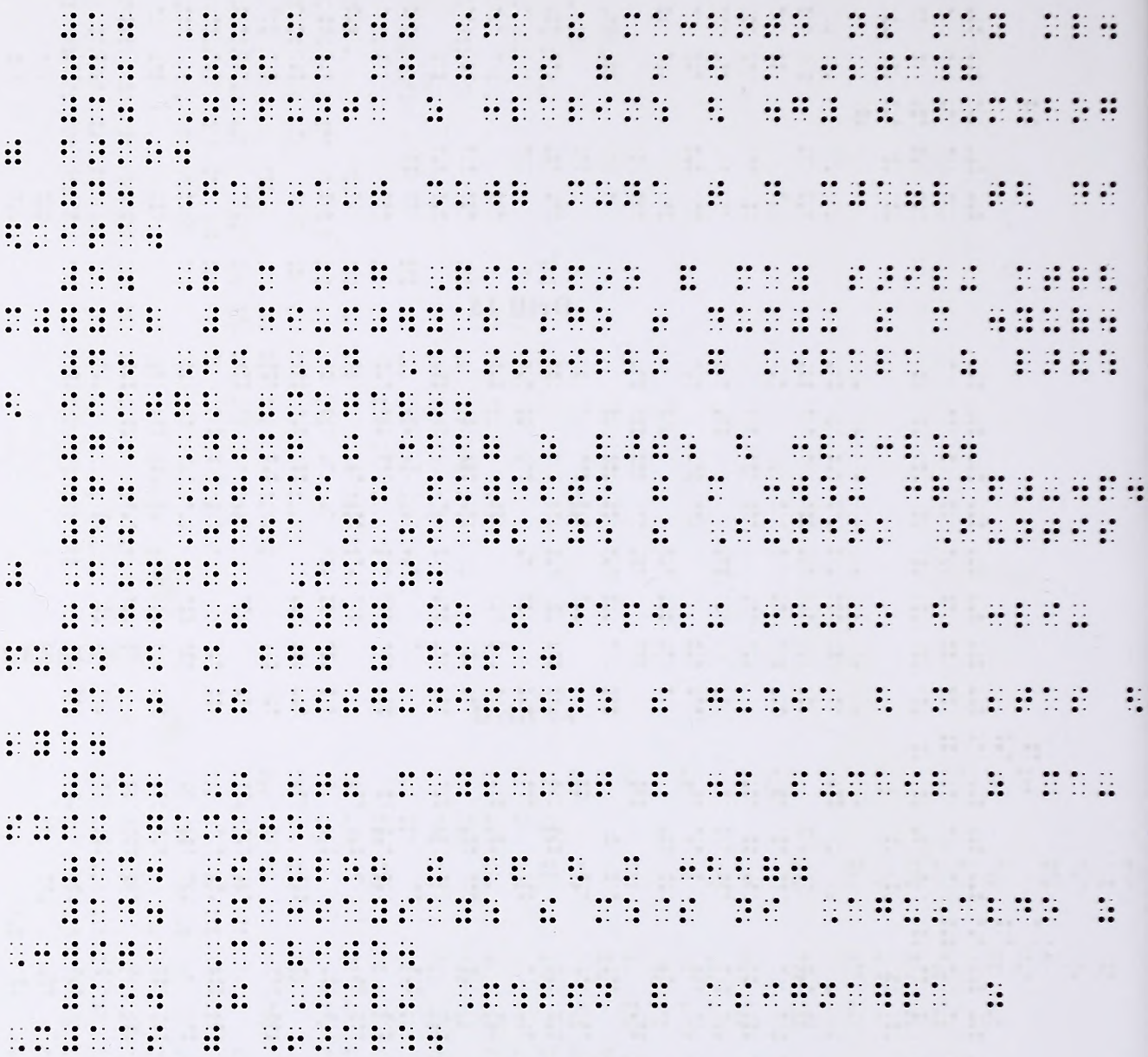


Drill 15



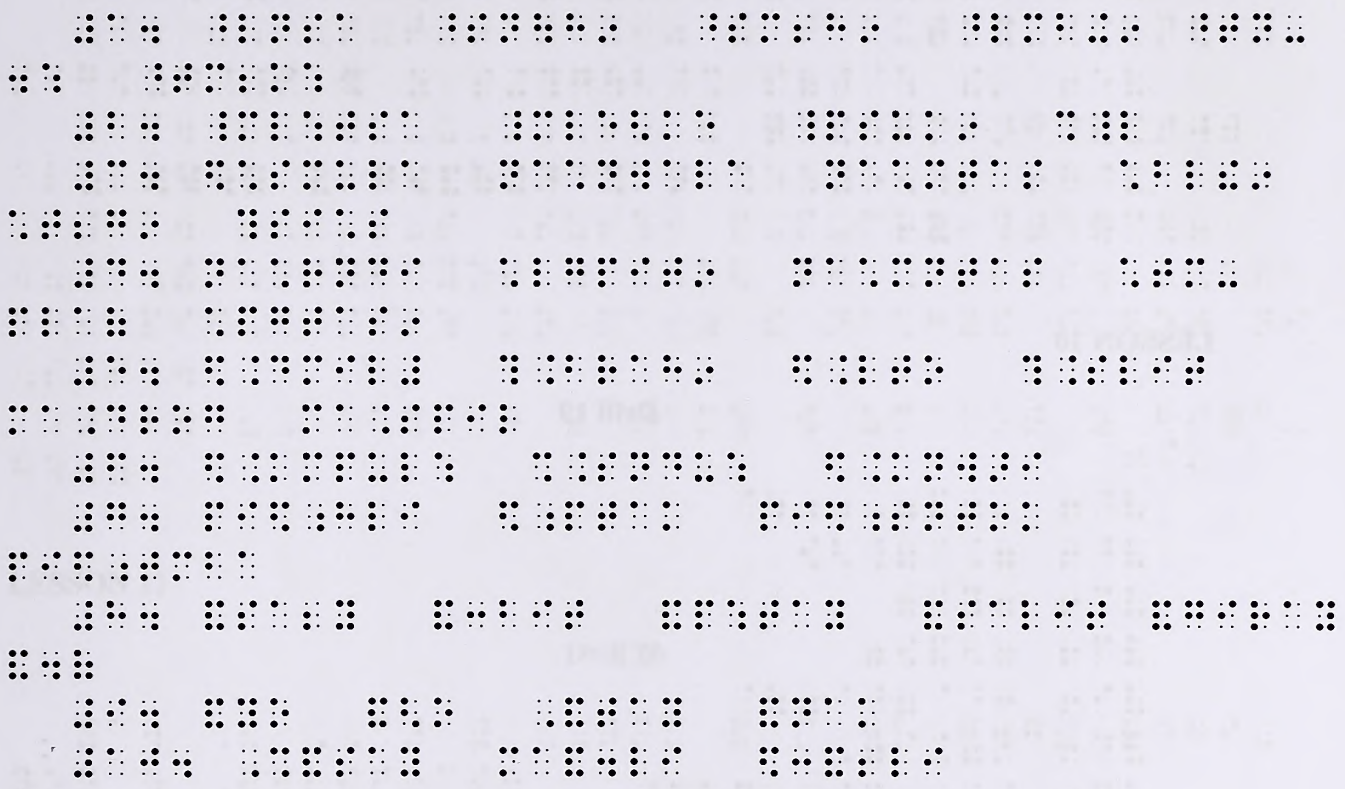
LESSON 8

Drill 16

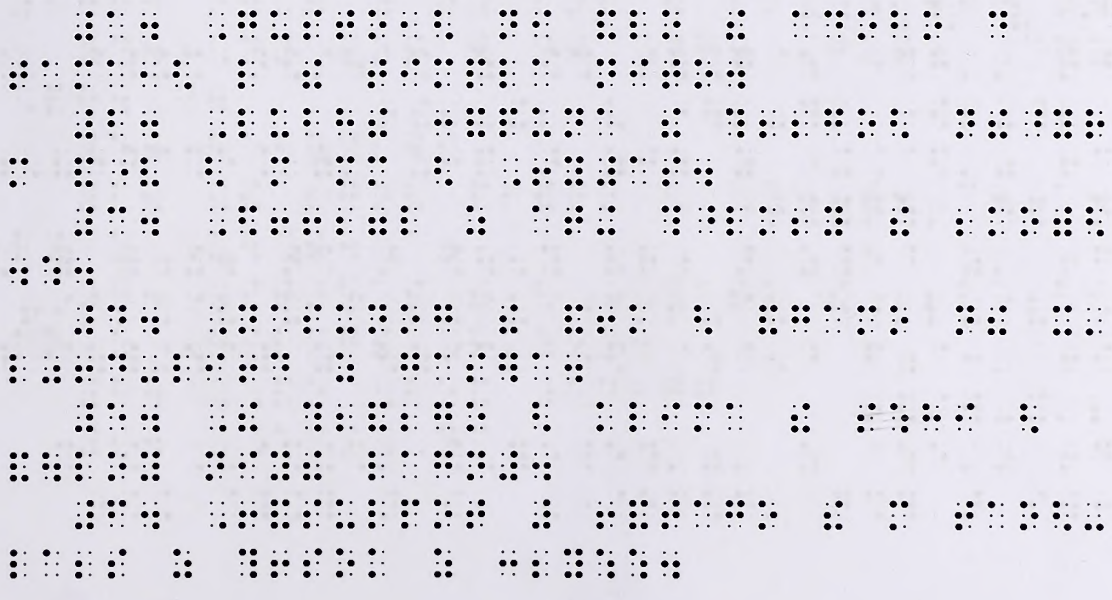


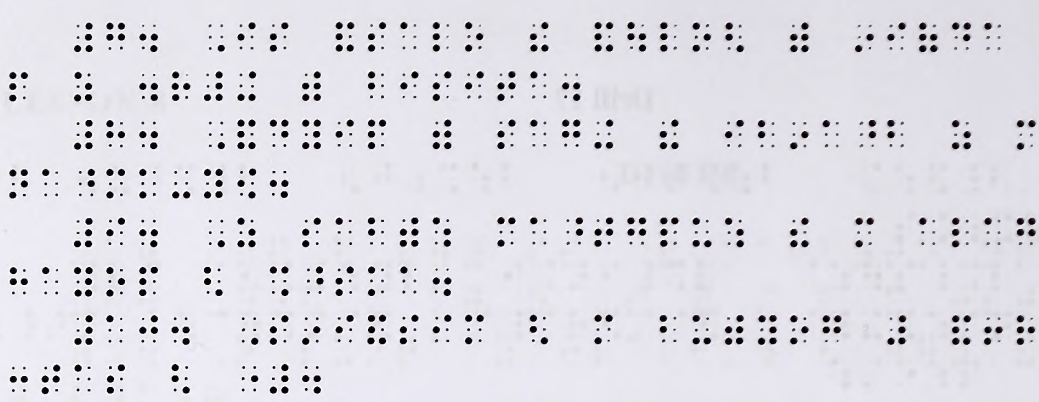
LESSON 9

Drill 17



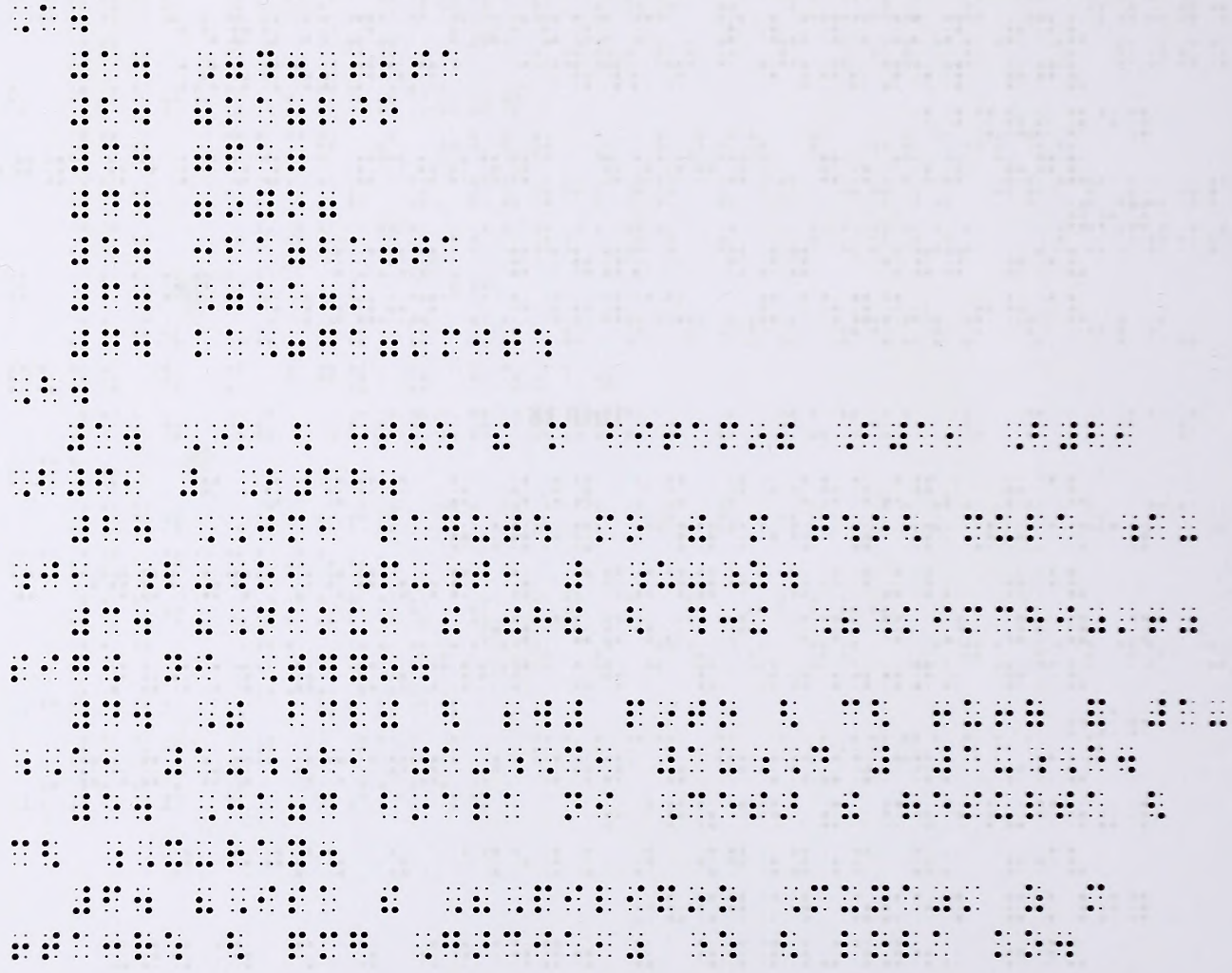
Drill 18

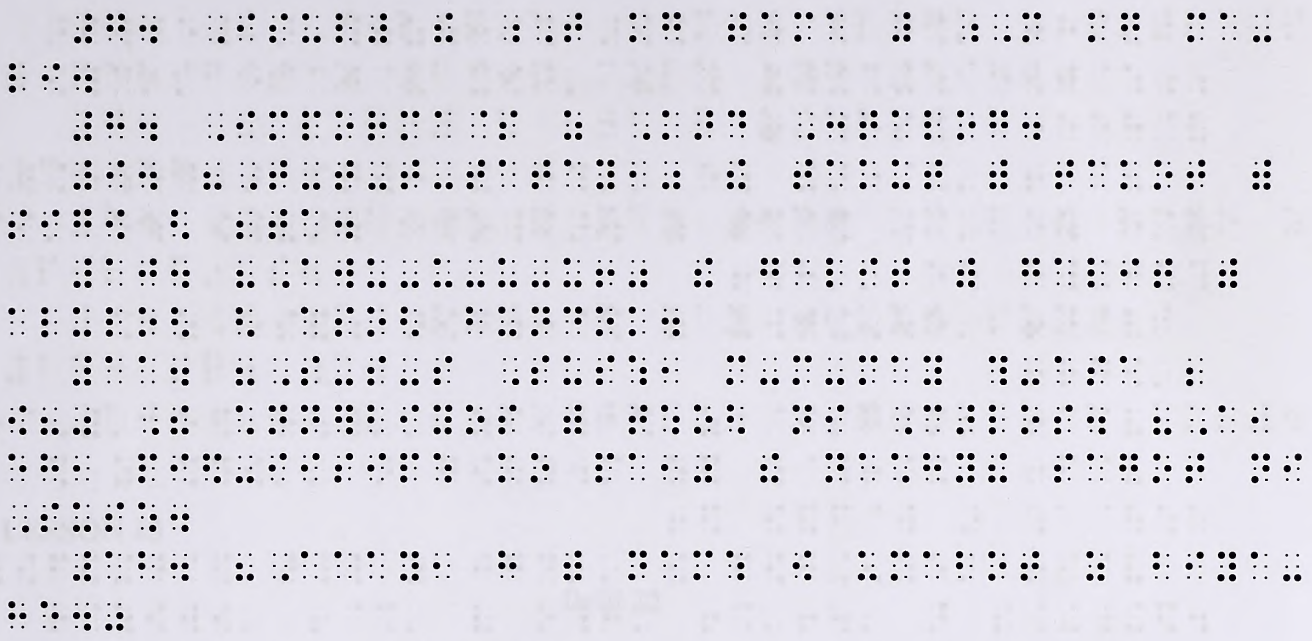




LESSON 10

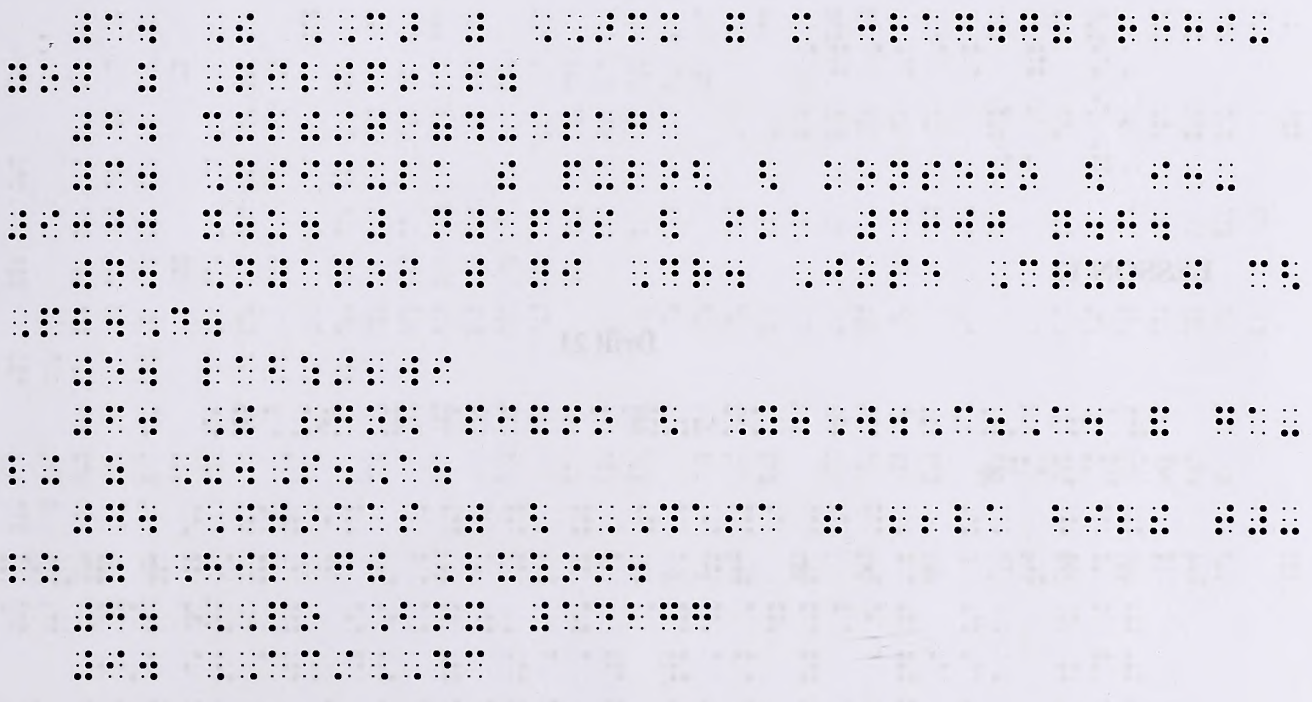
Drill 19

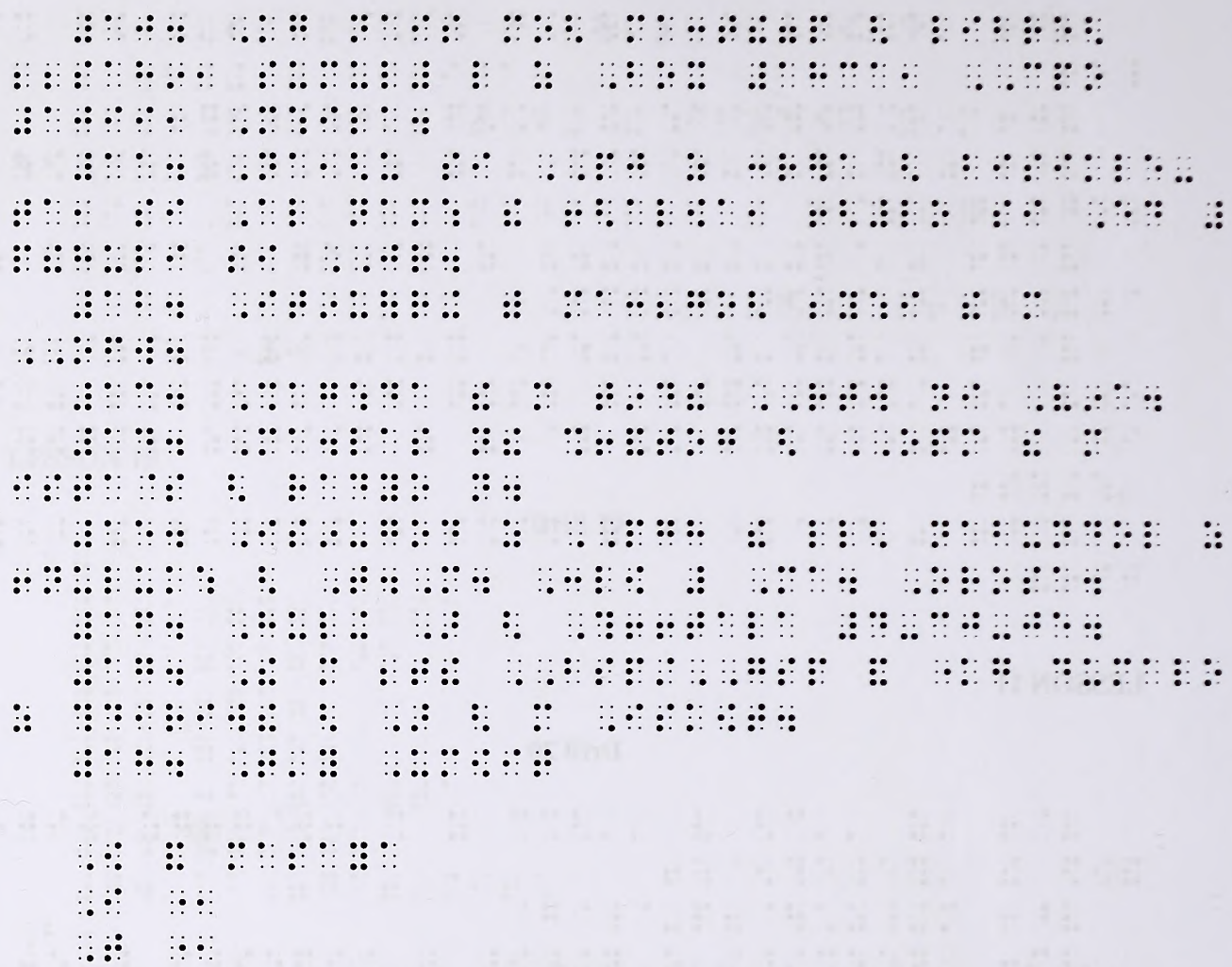




LESSON 11

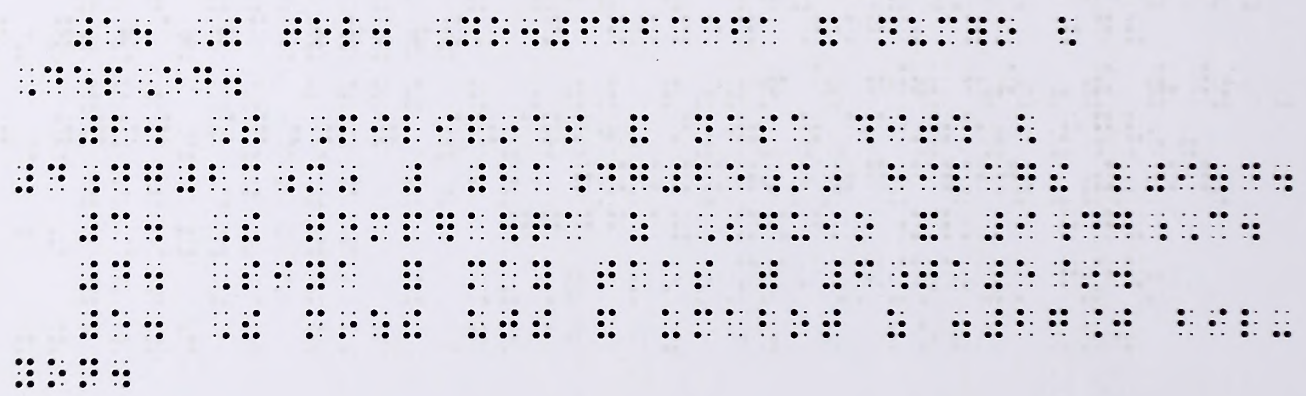
Drill 20

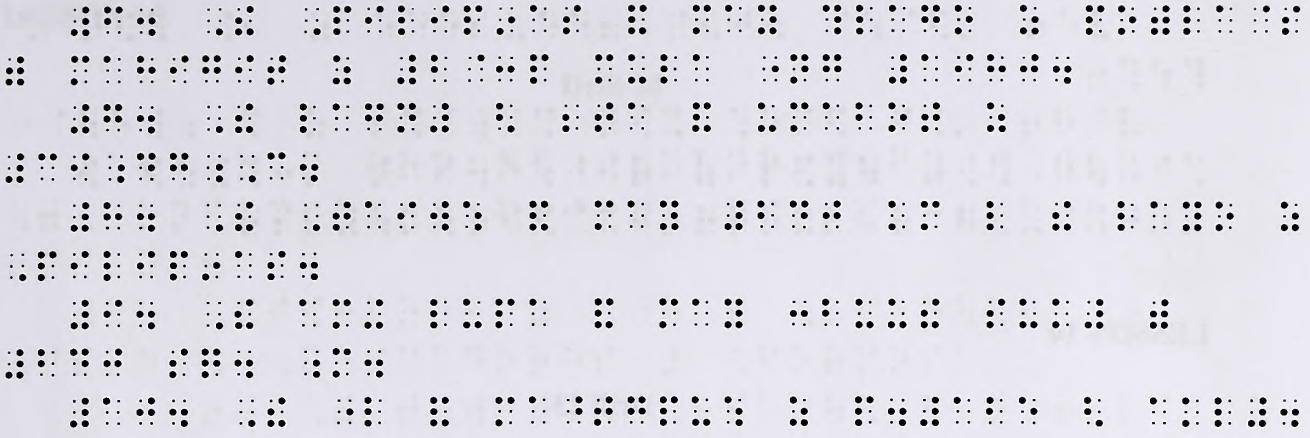




LESSON 12

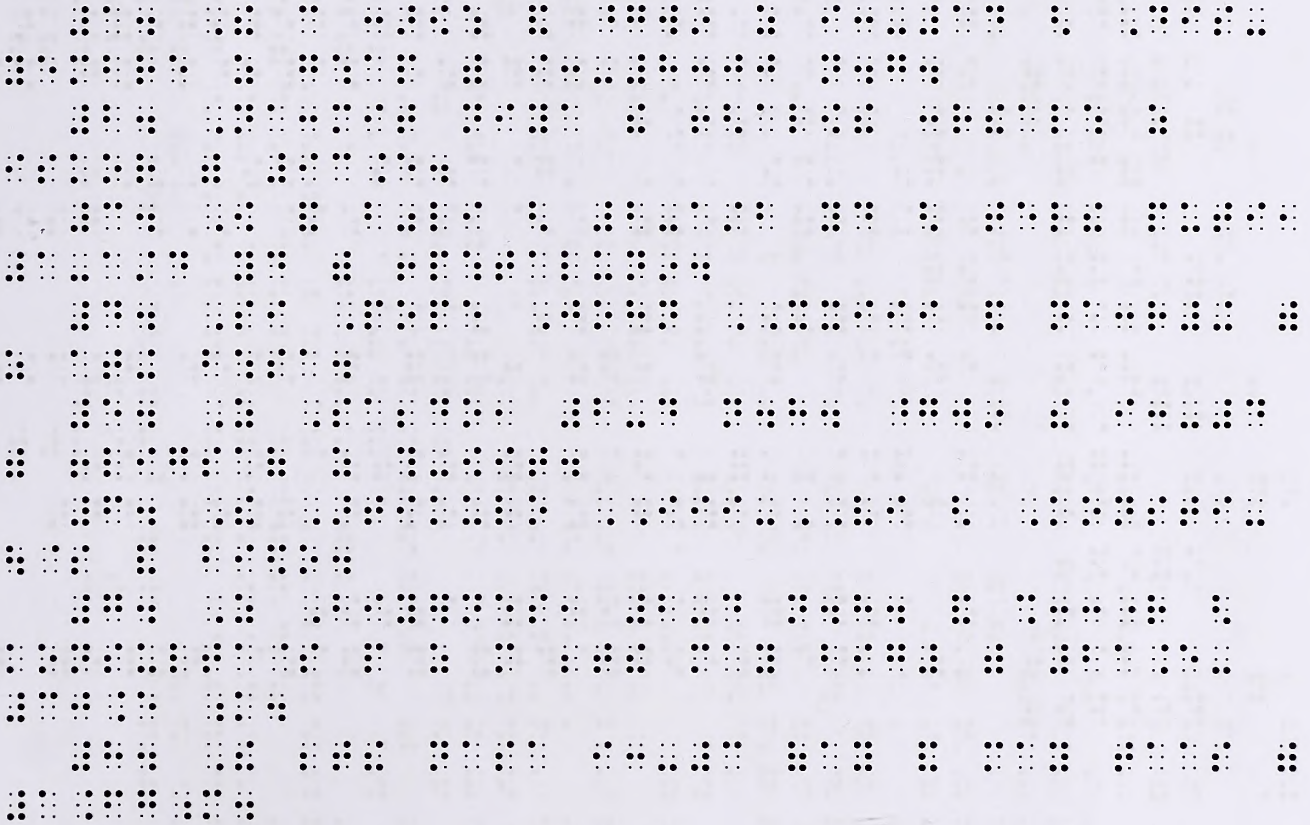
Drill 21

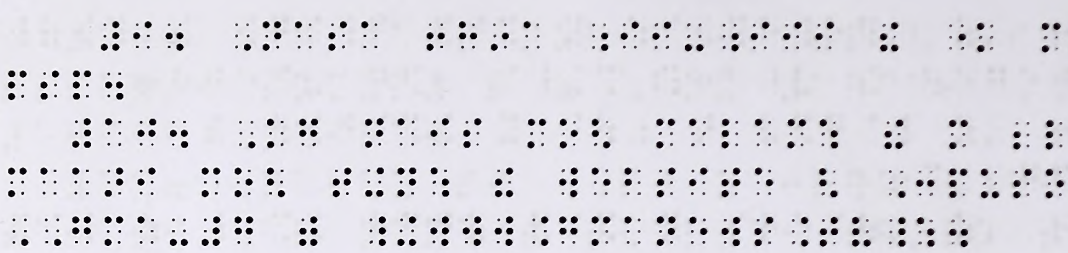




LESSON 13

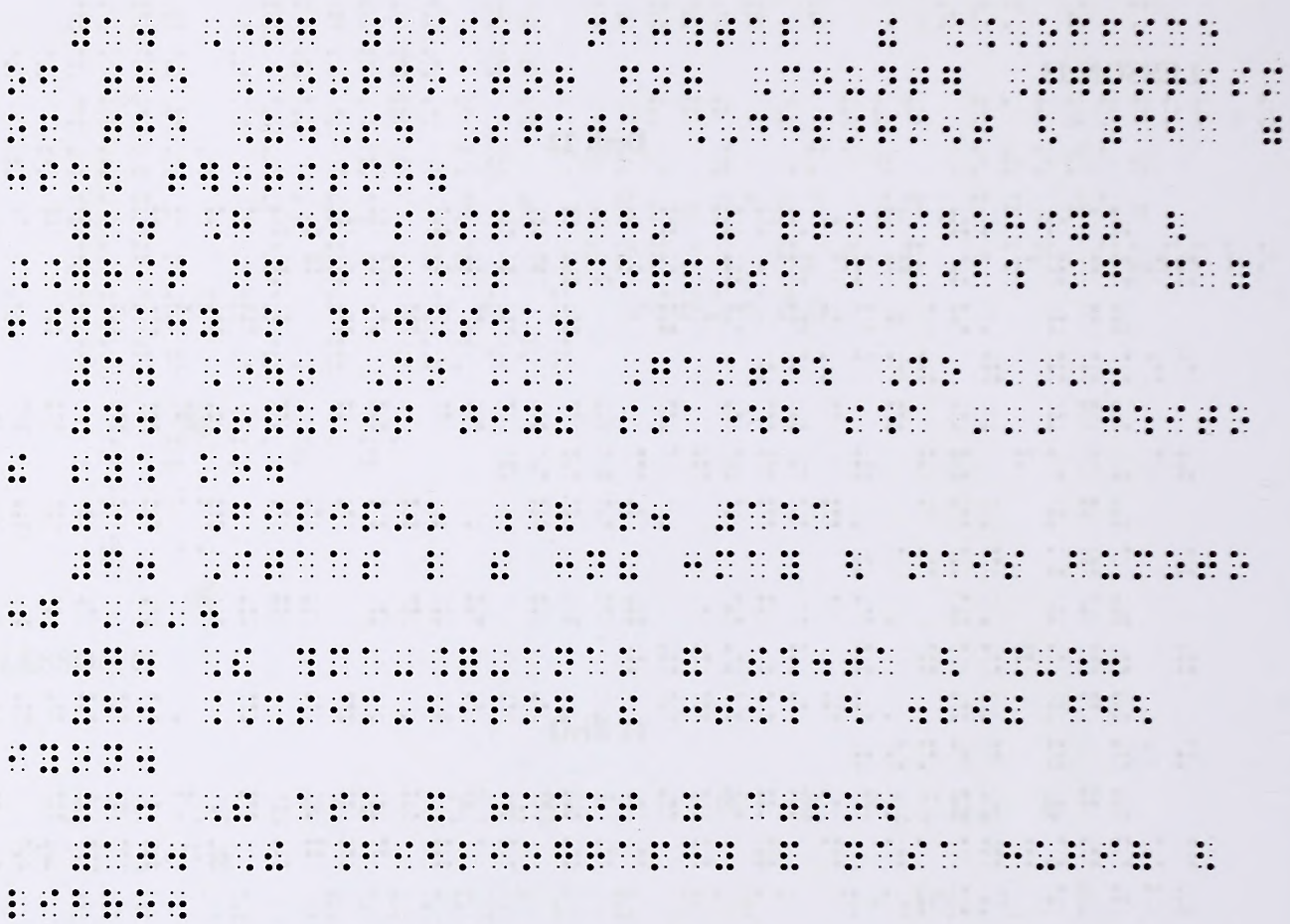
Drill 22





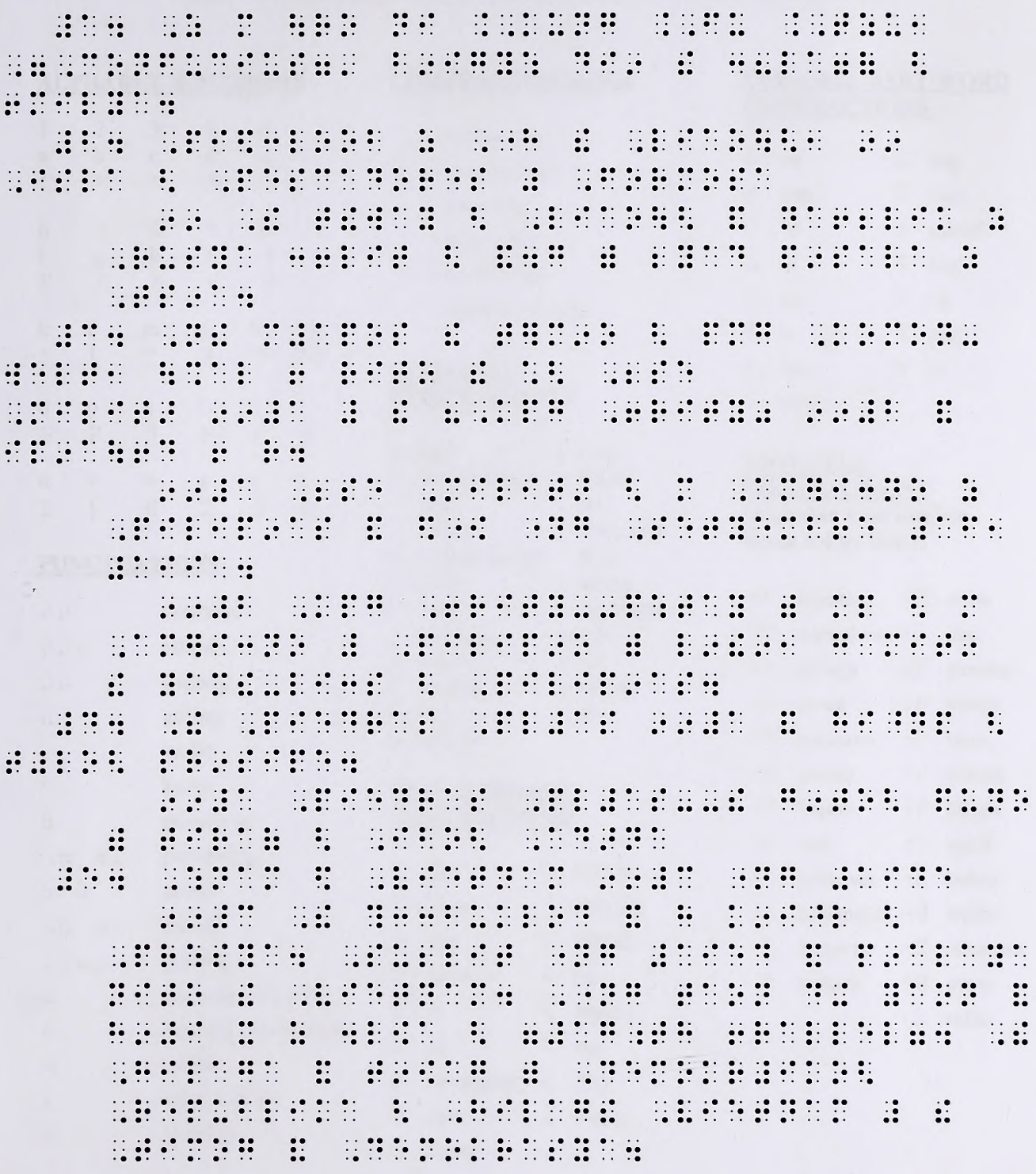
LESSON 14

Drill 23



LESSON 15

Drill 24



Appendix C.

Quick Reference Sheet/ Summary of Contractions

ALPHABET & NUMBERS

1	2	3	4	5
a	b	c	d	e
⠁	⠃	⠉	⠙	⠑
6	7	8	9	0
f	g	h	i	j
⠋	⠛	⠓	⠊	⠚
k	l	m	n	ñ	ng
⠅	⠇	⠍	⠝	⠻	⠬
o	p	q	r	s	t
⠕	⠏	⠟	⠗	⠎	⠞
u	v	w	x	y	z
⠥	⠧	⠺	⠭	⠽	⠵

PUNCTUATIONS

⠐⠔⠂	asterisko
⠠⠠⠠	ellipsis
⠠⠠	gatlang
⠠	gitling
⠠	kudlit
⠈	kuwit
⠐	panaklong
⠈⠣ ⠜⠁	panaklong
⠐ ⠐	panipi
⠈⠣ ⠜⠁	panipi
⠠⠠⠠⠠	patlang
⠐	tandang pananong
⠐	tandang pandamdam
⠐	tuldok
⠈	tuldok-kuwit
⠐	tutuldok

COMPOSITION SIGNS

⠠	capital sign
⠼	number sign
⠰	letter sign
⠨	italic sign
⠘	accent sign
⠠⠠⠠	termination sign

ALPHABET CONTRACTIONS

b	bakit	p	para
c	kanya/kaniya	q	kailan
d	dahil	r	rin
f	paano	s	sang-ayon
g	ganoon/ganon	t	tayo
h	hindi	u	upang
i	ikaw	v	bagaman
j	hakbang	w	wala
k	kaya	x	ito
l	lamang	y	yaman
m	mga	z	sa
n	ngayon		

NON-ALPHABET CONTRACTIONS

⠁	ako	⠅	kanila
⠁	anak	⠛	maging
⠁	ang	⠍	mahal
⠁	araw	⠝	na
⠁	at	⠝	naging
⠁	ay	⠝	ng
⠓	hanggang	⠊	ibig
⠗	raw	⠊	ingay
⠞	tunay		

ONE-CELL PART-WORD CONTRACTIONS

⠁	an	⠊	ing
⠁	ang	⠛	mag
⠁	ar	⠍	mahal
⠁	at	⠝	nag
⠁	aw	⠝	ng
⠗	er	⠏	pag
⠓	han	⠞	tu
⠊	ibig		

TWO-CELL CONTRACTIONS (Alphabet Contractions Preceded by Dot 5)

⠐⠃	binata	⠐⠝	noon
⠐⠅	karaniwan	⠐⠏	opo
⠐⠙	dalaga	⠐⠏	patuloy
⠐⠑	ewan	⠐⠎	kislap
⠐⠏	papaano	⠐⠗	roon
⠐⠛	gunita	⠐⠎	subalit
⠐⠓	hapon	⠐⠞	talaga
⠐⠊	isip	⠐⠥	ugali
⠐⠇	halaman	⠐⠃	buhay
⠐⠅	kailangan	⠐⠺	wasto
⠐⠇	larawan	⠐⠑	eksamen
⠐⠍	mabuti	⠐⠁	ayaw
		⠐⠎	salita

TWO-CELL CONTRACTIONS
(Non-Alphabet Contractions Preceded by Dot 5)

alam
anggi
bulaklak
kabila
masaya
nawa
ngunit
panahon
sabi
sinta
tungkol
ukol
wakas

WHOLE-WORD LOWER SIGNS

ba
ka
pa
inyo

PART-WORD LOWER SIGNS

ba
ka
da
en
pa
ga
ha
in
umi
kina

SHORT-FORM WORDS
** Special rules apply*

* babae / babai bb
barangay bgy
braille brl
bulag bl
dakila dl
damdamin dd
dapat dap
datapwat dwt
halimbawa hal
halos hl
huwag hg
* ilalim il
inaasahan ins
isang is
kalayaan kl
karanasan kr
karapatan kp
karunungan kar
kasalukuyan ks
kasaysayan ksy
kultura ktr
kumunikasyon kmn
kundi kd
kung kg
* kuwento / kuwentu kw
* lalake / lalaki ll
lipunan lpn
magiging magg
mamamayan mm
marahil mar
marami mr
nagiging nag
oras hr
pagiging pagg
pagkat pagk
palaisipan pl
palibhasa ph
pamahalaan pm
pangungusap psp
panitikan pn
salawikain sw
samakatuwid smk
samantala sm
sangguni sg
sapagkat spagk
suliranin sl
sumusunod ss
tagumpay tp
talakay tk
talata tl
* trabaho tr
watawat ww

REPETITION SIGNS

Consonant

⠸⠸ Vowel *a* used twice

⠸⠸⠸ Vowel *a* used thrice

⠰⠰ Vowel *i* used twice

⠸⠸ Vowel *u* repeated twice

Exception 1: Should never be used in the beginning of a word

Exception 2: consonant- vowel combination consisting of **tu**, **tu** should be used in preference to repetition sign.

⠸⠸⠸ Vowel *u* used thrice

⠸⠸ Repeat words

⠰⠰ Repeat words w/ ligatures

⠸⠸ Repeat words w/ suffixes

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